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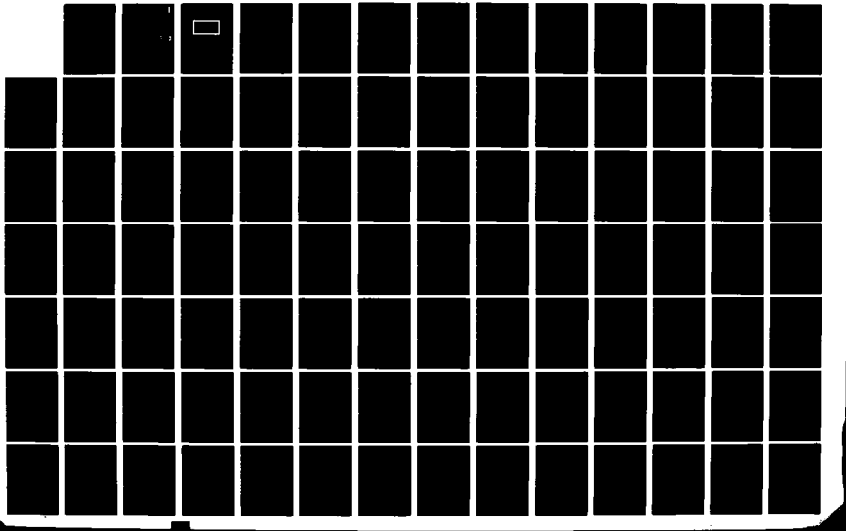

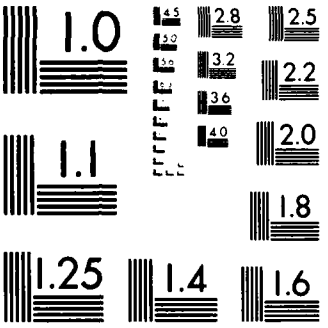

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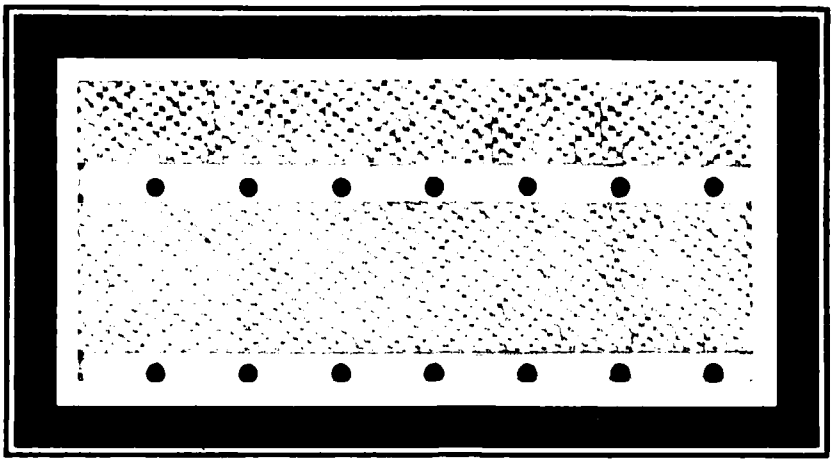

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A TRACKING STUDY REGARDING ISSUES RELATED TO RECRUITMENT OF ENLISTED PERSONNEL FOR THE RESERVE COMPONENTS

Fall, 1978

VOLUME II

Wave I

May, 1979

Prepared for:

Office of Assistant Secretary of Defense
(Manpower, Reserve Affairs and Logistics)
The Pentagon
Washington, D.C.

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The Reserve Component Attitude Study (RCAS) is an annual series from 1978 to 1982 surveying the propensity of men and women to enlist in the Selected Reserve Forces (Guard/Reserve). The study is conducted through a random digit dialing telephone survey of the NPS respondents. The veterans sample was selected from listings provided by the Department of Defense. In 1983 RCAS underwent a reconfiguration and was renamed Veterans Attitude Tracking Study (VATS). The purpose of RCAS is to discover issues relevant to enhancing the number and quality of those enlisting in National Guard and Reserve Forces. Data was collected to determine individuals' reasons for wanting to enlist in the Guard/Reserve from samples of Prior service (PS) men and women and Non-prior (NPS) service men and women. Individuals sampled were divided into categories of those with a negative propensity to enlist and those with a positive propensity to enlist.

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RCAS 1978, "A Tracking Study Regarding Issues Related to Recruitment of Enlisted Personnel for the Reserve Components," included data collected from 1,580 NPS males, 1,502 NPS females, and 1,501 prior seervice (Veterans) males. The following are conclusions of the 1978 study:

- o The baseline data on propensity indicated a large pool of positive propensity individuals.
- o Knowledge of the requirements of the Guard/Reserve is low among NPS individuals with positive propensities to enlist.
- o The six-year initial enlistment requirement for Non-prior Service persons reduces the pool of positive propensity individuals significantly.
- o Non-high school graduate, positive propensity Potential Enlistees are effectively barred from enlistment by the existing structure of Guard/Reserve training and duty requirements.
- o Four strategies were generated from this study: Position the Guard and Reserves as local and part-time forces with some community service functions; change requirements for service and target the 19-21 year old segment of non-prior service males and non-prior service females; stress pride and team membership in the local guard and Reserve units; and encourage current Guardsmen and Reservists to introduce friends to the opportunities in the Guard/Reserve.

This is Volume II of RCAS 1978. It is an analytical volume written for readers quantitative skills who want technical details on the study design, methodology, data collection procedures, and data analysis.

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1.0 SAMPLING APPROACH AND METHODOLOGY

1.1 Overview

This section describes the target populations under investigation, the generation of the sampling pools for each population and the final sample selection procedures.

1.2 The Target Populations

The study called for the investigation of three population groups: Group A -- Non-Prior Service males, 17½ to 26 years of age with no college degree; Group B -- Non-Prior Service females, 17½ to 26 years of age with no college degree; and Group C -- males with prior service and time remaining under their initial six year obligation.

1.3 Considerations Affecting Sampling Design

1.3.1 Groups A and B

Group A and Group B were treated as a single group with respect to sampling design, generation and methods. Associates generated a single sampling pool of target households from which individuals in Group A and Group B were selected. The presence of an eligible Non-Prior Service male or female in these households determined the sample for which the obtained data was used. Under no circumstances, however, were two interviews completed from the same household.

Following this method, it was predicted that females would be sampled more frequently than males so a selection procedure was used which favored males. In those households with eligible respondents of both sexes, the male was selected 60 percent of the time and the female was selected 40 percent of the time.

1.3.2 Group C

Group C was sampled separately from Groups A and B. The Defense Manpower Data Center (DMDC) maintains files on the Veterans who comprise Group C.

A master sample of 12,612 names was drawn by DMDC. Associates provided DMDC with the general framework for selecting the names. The framework was based on the geographic dispersion of the Army Reserve. The general framework is described in Table 1-1. Further details on the selection procedure are provided in Table 1-2.

As documented in the first study (ARB, 1977[1]), the Army Reserve was chosen as a geographical model because it 1) has the broadest geographic dispersion of drill units among the various Reserve components and 2) maintains complete zip code information based on member's residence. In addition, it was assumed that the base distribution of Army Reservists was correlated with accessibility to Reserve component training centers and that it was unlikely that the distribution had changed over the period of a year.

---

[1] A Study of Issues Related to Accession and Retention of Enlisted Personnel in the Reserve Components. Report prepared for the Department of Defense (M00027-73-A-0013) by Associates for Research in Behavior, 1977.

TABLE 1-1. GENERAL FRAMEWORK FOR SELECTING GROUP C

1. The distribution of the Veterans sample in the first study was based on the distribution of the Army Reserve.
2. Associates enumerated the zip codes of the Veterans sample from the first study.
3. The zip codes, grouped by state, were arrayed in ascending order.
4. Associates determined the number of qualified Veterans needed to be randomly drawn from each zip code area.
5. Since the present study involved a larger number of subjects, the specifications increased the primary sampling pool twofold over last year.
6. The appropriate zip code list as well as the number of names needed to be drawn from each zip code area were sent to DoD for forwarding to DMDC.

TABLE 1-2. FURTHER DETAILS ON SAMPLING PROCEDURE FOR GROUP C*

The detailed procedure for selecting Group C was as follows:

1. DMDC (California) assembled the Loss Files from all services except the Coast Guard, including only those cases entered between FY 1975 and March 1978.
2. DMDC converted the three-digit Inter-Service Separation Code (ISC) to a two-digit code.
3. The first selection was then based on the ISC:
   a. Those individuals whose release would not hamper their return to service were included in the group, i.e., all non-negative release situations.
   b. Those individuals with ISC codes indicating medical discharge, death, entrance into an ulcer treatment program, retired, or failure to meet minimum behavior or performance standards were not included in the sampling.
4. The file was also crossed with the December 1977 Master Military File and the Reserve file to exclude anyone who had re-enlisted or who was a member of the Reserve components.
5. DMDC then crossed the file with VA and Post Service files to match names with addresses.
6. The final Prior Service Military Available file (N = 728,381) was then forwarded to DMDC (Virginia) for additional selection.

TABLE 1-2. CONT'D

7. Individuals were included in the sample population if they met the following qualifications:
   a. Date of separation was between October 1975 and March 1978.
   b. Active Duty Base Date was greater than June 1972.
   c. Name, state, and zip code information were present.
   d. Mental Category was 3 or above.
   e. They were male and eligible for re-enlistment.
   f. ISC indicated a non-negative release situation.
8. The resulting file (N = 161,717) represented the final sample population.
9. After the frequency of individuals in each state was determined, a program was run which randomly selected the final sample within the constraint that its geographical distribution was comparable to the original sample population.
10. The final sample (N = 12,612) was forwarded to Associates.

---

*From telephone conversations between DMDC and Associates.

A properly documented computer tape containing the names, addresses and selected information on 12,612 qualified Veterans was received on September 29, 1978. The exact tape specifications are shown in Table 1-3.

The selected information for which codes were available included social security number, total active military service, pay grade, race, sex, mental category, service, date of separation, age at separation, active duty base date and component. A frequency distribution of the highest year of education was supplied by DMDC at a later date. The selected information pertinent to the present study was social security number, total active military service, highest year of education, service, race, date of separation and age at separation.

Three statistical tests were employed in order to determine whether the geographical structure of the master sample was in accord with the structure of the master sample supplied last year. These tests were based on sixteen selected states which together accounted for 65 percent of the sample. A state by state analysis indicated a significantly good fit to the model (χ^2 = 7.52, 16 df, $p > .95$). Treating the 16 states as a set, another analysis indicated that these large states, relative to small states, were handled the same (χ^2 = 1.31, 1 df, $p > .25$). The third analysis tested the heterogeneity among the 16 states. The results indicated that these states were handled in a significantly homogeneous manner (χ^2 = 6.21, 15 df, $p > .975$).

From the original sampling pool of 12,612 names, a sample of 1500 names were selected.

TABLE 1-3. TAPE SPECIFICATIONS

TAPE 002550

9 Track - 1600 BPI

IBM Standard Label

DSN = LOSDD.XTREN.P7578

RECFM = FB, LRECL = 156, BLKSIZE = 6240

N = 12,612

1.4 Sampling Methods

1.4.1 Sampling Plan for Samples A and B

The samples drawn from the National Guard and Reserve components in the first study were used as the basis of a random number generating system to develop Sample A, men with no prior service experience and Sample B, women with no prior service experience. The procedure was as follows:

1. Approximately 2,000 paired sets of telephone numbers were randomly generated in the first study (See ARB, 1977, Section 1.3.2). These telephone numbers were retrieved and set up on computer file. Then the first set out of every four was systematically deleted to produce 1500 sets.

2. Next, the last two digits of each telephone number were deleted yielding a eight-digit stem.

3. Four permutations of ten digits and four permutations of five digits were then generated. In the latter cases, these digits were the complements of those digits employed in the first study.[1]

4. The first set of ten digits were then paired with the first set of five digits to create 50 two-digit numbers. An example of this process is given in Table 1-4. Likewise, the remaining sets were paired.

5. Each of the four newly created sets of 50 two-digit numbers were then arrayed in a random fashion. These four sets of 50 two-digit numbers appear in Table 1-5.

---

[1]For example, if the digits 1, 3, 6, 7, and 8 were randomly chosen in the first study, the present study used digits 0, 2, 4, 5, and 9.

TABLE 1-4. EXAMPLE OF RANDOM PROCEDURE FOR GENERATING DOUBLE DIGIT SUFFIXES

Set of Five Random Digits	Set of Ten Random Digits
5	7
4	5
9	9
2	2
0	8
	4
	1
	6
	0
	3

Two Sets of Digits Combined to Form Fifty Two-Digit Sets

57	47	97	27	07
55	45	95	25	05
59	49	99	29	09
52	42	92	22	02
58	48	98	28	08
54	44	94	24	04
51	41	91	21	01
56	46	96	26	06
50	40	90	20	00
53	43	93	23	03

TABLE 1-5. THE FOUR SETS OF RANDOMLY GENERATED SUFFIXES

Set 1	Set 2	Set 3	Set 4
57	62	48	29
47	04	27	04
95	17	77	53
59	24	49	05
22	14	03	46
08	11	06	28
49	84	96	24
94	25	25	13
21	06	07	26
45	60	91	12
48	01	41	01
96	27	05	47
40	12	94	14
93	88	42	16
25	80	46	27
97	05	99	06
20	07	01	58
98	18	22	55
23	28	47	40
92	26	26	21
55	16	95	25
90	08	44	43
06	89	92	49
46	61	71	51
50	22	78	59
04	68	02	19
53	66	73	44
28	85	43	20
54	03	28	09
24	82	20	00
02	19	08	42
07	81	93	50
43	65	75	45
27	64	45	17
09	86	79	54
52	02	40	56
91	15	74	23
12	21	76	57
29	87	21	48
99	20	04	02
51	00	29	07
26	29	98	52
41	67	24	15
05	09	72	41
58	63	97	08
00	83	00	10
44	13	90	03
03	23	09	18
56	69	70	22
01	10	23	11

6. The first set of 50 pairs were then affixed to the first eight-digit stem of the first telephone number set to create 50 new telephone numbers. The second set of 50 pairs were then affixed to the second eight-digit stem of that set. These first 100 numbers constituted the first sampling block. Thus, the first block consisted of 100 different telephone numbers, 50 of which had one eight-digit stem and 50 of which had another eight-digit stem.

7. The third and fourth set of 50 pairs were then affixed to the first and second eight-digit stem of the second telephone number set, respectively, to produce the second block of 100 telephone numbers. This procedure was followed until 1500 blocks of 100 telephone numbers were generated.

8. A second 1500 blocks of 100 numbers each were then generated by increasing each telephone number created in Steps 6 and 7 by 100. For example, telephone number 555-5555 was used to generate an additional telephone number 555-5655.

9. A total of 3000 blocks of 100 numbers each was thus generated. Each of the 300,000 numbers was a unique number.

10. The first 50 telephone numbers in each of the 3000 blocks represented the target number plus 49 backups. The second 50 telephone numbers in each block represented 50 additional backups which were created from a different stem than were the first backup numbers. Thus, there were 99 backup numbers for each target number. The rationale for this procedure was that if the target number and its associated backups turned out to be non-productive or unusable numbers there would be an increased likelihood of gaining a completed interview by redirecting interviewing efforts to a new telephone number stem.

11. To complete Samples A and B, one interview had to be completed within each block. Thus, interviewing started with the first number in each block and proceeded sequentially until a completed interview was obtained. However, a few of the blocks contained a large proportion of unusable numbers (e.g., business numbers and dead numbers). Thus, the 99 backups were exhausted before a valid interview was obtained. In these cases, a telephone number from the same area code from a block in which an interview had been completed within the first fifty numbers, was used.

1.4.2 Sampling Plan for Sample C

The final sample was in reality a second stage sample; the first stage sample was the master sample provided by DMDC, which served as the sampling frame for the second stage sample. Since the drawing of the first stage was the responsibility of the agencies maintaining the original files, the discussion in this section focuses on the second stage sample. A discussion of the first stage sample is provided in Section 1.2.2.

The following procedure was used to draw Sample C from the names supplied by DMDC.

1. The names were sorted by state.
2. Within state, the names were arranged by zip code in ascending order.
3. Every nth name was selected within each particular state in order to maintain the relative contribution of each state to the total sample.

4. While it is desirable to be able to interview all of the persons whose names are chosen by a sampling procedure, inevitably some persons will be unreachable and some numbers will be unusable for a variety of reasons. Therefore, backup names were selected at the same time as the target names. Between five and eight names were chosen as backups for each target person[1]. The names situated after each nth name were used as backups for that particular nth name, thus maintaining the state and zip code structure of the design.

Three statistical tests were performed in order to assess the degree to which the geographical distribution of the attained sample matched the original sampling frame. In order to have an appropriate number of cases in each group, states were collapsed into 17 groups following the population-weighted, SES-controlling definitions used by the National Health Survey. The results (χ^2 = 5.327, 16 df) indicated that the attained sample matched the sampling framework significantly well. However, to test whether there were any regional biases, the 17 groups were collapsed into four regions. The obtained chi square, 1.866 on 3 degrees of freedom, indicated the absence of any regional biases. Finally, an F-test of the two chi squares indicated that the groups were treated in a homogeneous manner.

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[1]The availability of backup names varied as a function of the original number of subjects in each state.

2.0 INTERVIEWING AND TELEPHONE PROCEDURES

2.1 Overview

All data collected for the present study were obtained over the telephone by experienced interviewers. These interviewers were trained and worked in a carefully controlled environment.

2.2 Interviewing Location

All interviewing for this study was conducted by Valley Forge Information Services (VFIS) at their controlled, centrally located WATS facility in suburban Philadelphia. The operations center for VFIS is located in the Burlington Industrial Complex in the Valley Forge Corporate Center, Valley Forge, Pennslyvania. VFIS has the modern equipment and facilities needed to run an efficient interviewing operation. The center of interviewing and field control was the telephone room with sound-proof booths, monitoring equipment and a control room. Adjacent to the telephone room were interviewer training rooms and the sampling and editing departments. The proximity of the Valley Forge Center to Associates' main office made working closely together very practicable.

2.3 Interviewer Training

Every interviewer assigned to the study was given detailed briefings on interviewing procedures in general and on the particular requirements of this study. In addition to general briefings, training sessions were conducted on the questionnaires themselves. Each question was covered in detail in these sessions. The purpose of the question and how it was to be handled during the interviewing process was explained. Questions from interviewers were encouraged. Each training session continued until all of the interviewers attending understood every question thoroughly. An Associates' staff member attended selected training sessions.

When actual interviewing began, the first interviews of each interviewer were carefully monitored by the floor supervisor to ensure that they were being conducted correctly. Any help needed by the interviewer was immediately given by the supervisor, who also corrected deficient interviewing techniques as they became apparent.

After the interviewing supervisor was satisfied with an interviewer's performance, periodic monitorings were made of that interviewer's work. These monitorings continued throughout the study.

2.4 Respondent Tracking Procedures

DMDC provided the Veterans names and last known addresses which were often out of date. DMDC did not provide telephone numbers. Every attempt was made to locate the Sample C respondents using these data. It was not uncommon for an interviewer to try two or three numbers before finally locating the respondent. In smaller towns the cooperation of relatives was enlisted by calling persons with the same last name as the Veteran if they were listed as living at the address supplied by the Veteran.

2.5 Callback Procedures

The survey design required that an original call and three callbacks be made to a number. In actual practice, as many as 6 to 8 calls were made in an attempt to reach the desired respondent. No answers, busies and not-at-homes were re-sampled at a later date in an attempt to contact these hard to reach people.

Whenever possible, interviewers attempted to determine the best time to find the respondent at home and to make the callbacks then. In cases where the best time to make the callback could not be determined, callbacks were made on different days of the week and at different times from the original call. For example, if a respondent could not be reached on Tuesday evening at 6:00, the next call was made on Wednesday at a late time -- 7, 8 or 9 o'clock. If the respondent was still not reached, the next callback was made on the weekend when the likelihood of finding him/her at home would be enhanced.

2.6 Call Records

Newly designed call record packets were used to keep track of the outcome of each call attempted. For Samples A and B, each 25 page packet contained the 100 telephone numbers which comprised the particular block. For Sample C, the same format was employed but the 6 to 9 names and addresses were printed on 2 to 3 page packets. A sample page from a Non-Prior Service packet and a sample page from a Veterans packet are shown in Figures 2-1 and 2-2 respectively.

NO. 9 SEQ 373 BLK 187

(815) 932-0221

NA BY CB

OE _____

CALL	DATE	TIME	INTERV	RESULT
1	11/19	12:13 A P		8
2	/	: A P		
3	/	: A P		
4	/	: A P		
CB 1	/	: A P	OTHER	PHONE
CB 2	/	: A P		
	/	:		

1 NW#	2 DIS	3 BUS	4 ELS	5 RSP	6 REFUSAL	7 OTHER SPEC.	8 TIA	9 TIH	10 TII	11 TIJ	12 INC	13 CPL

NO. 10 SEQ 373 BLK 187

(815) 932-0245

NA BY CB

OE _____

CALL	DATE	TIME	INTERV	RESULT
1	11/20	7:57 A P	IN 122	CB
2	11/21	6:30 A P	Rmd 108	CB
3	11/2	11:04 A P	BF 102	CB
4	11/27	5:30 A P	SB202	5
CB 1	Random	: A P	OTHER	PHONE
CB 2	11/25	10:00 A P		
		:		

WEEKNIGHTS

1 NW#	2 DIS	3 BUS	4 ELS	5 RSP	6 REFUSAL	7 OTHER SPEC.	8 TIA	9 TIH	10 TII	11 TIJ	12 INC	13 CPL

NO. 11 SEQ 373 BLK 187

(815) 932-0248

NA BY CB

OE _____

CALL	DATE	TIME	INTERV	RESULT
1	11/27	5:34 A P	SB202	NA
2	11/30	8:31 A P	Abs	NA
3	12/1	6:50 A P	PS103	NA
4	12/2	11:15 A P	Rmd 108	8
CB 1	/	: A P	OTHER	PHONE
CB 2	/	: A P		
	/	:		

1 NW#	2 DIS	3 BUS	4 ELS	5 RSP	6 REFUSAL	7 OTHER SPEC.	8 TIA	9 TIH	10 TII	11 TIJ	12 INC	13 CPL

NO. 12 SEQ 373 BLK 187

(815) 932-0296 1621

NA BY CB

OE _____

CALL	DATE	TIME	INTERV	RESULT
1	12/2	11:15 A P	Rmd 108	13
2	/	: A P		
3	/	: A P		
4	/	: A P		
CB 1	/	: A P	OTHER	PHONE
CB 2	/	: A P		
	/	:		

1 NW#	2 DIS	3 BUS	4 ELS	5 RSP	6 REFUSAL	7 OTHER SPEC.	8 TIA	9 TIH	10 TII	11 TIJ	12 INC	13 CPL

FIGURE 2-1. SAMPLE PAGE FROM A NON-PRIOR SERVICE CALL RECORD PACKET

NO. 2 #W/S 250 ST# 9

LOWMAN LAURIE CLAWSON
1535 WOODLAWN DR
LATROBE PA
(412) N.L. vet

NA BY CB
DE _____

CALL	DATE	TIME	INTERV	RESULT
1	/	: A P		
2	/	: A P		
3	/	: A P		
4	/	: A P		
CB 1	/	: A P	OTHER	PHONE
CB 2	/	: A P		

REFUSAL

1 NW#	2 DIS	3 BUS	5 ELS	6 RSP	7 OTHER SPEC.	8 TIA	9 TIB	10 TIC	11 TID, E,F	12 INC	13 CPL

NO. 3 #W/S 251 ST# 9

FOUSE KENNETH ELMER
PO BOX 194
LEECHBURG PA
(412) N.L. vet

NA BY CB
DE _____

CALL	DATE	TIME	INTERV	RESULT
1	/	: A P		
2	/	: A P		
3	/	: A P		
4	/	: A P		
CB 1	/	: A P	OTHER	PHONE
CB 2	/	: A P		

REFUSAL

1 NW#	2 DIS	3 BUS	5 ELS	6 RSP	7 OTHER SPEC.	8 TIA	9 TIB	10 TIC	11 TID, E,F	12 INC	13 CPL

NO. 4 #W/S 252 ST# 9

KNUPP RANDY E
RD 3 BOX 113
LIGONIER PA
(412) 238-6843
238-6567

NA BY CB
DE _____

CALL	DATE	TIME	INTERV	RESULT
1	11/24	6:05 A (P)	MM256	BY
2	11/25	2:00 A (P)	BJ126	NA
3	11/26	6:26 A (P)	BJ414	NA
4	12/19	5:53 A (P)	SM124	NA
CB 1	/	: A P	OTHER	PHONE
CB 2	/	: A P		

REFUSAL

1 NW#	2 DIS	3 BUS	5 ELS	6 RSP	7 OTHER SPEC.	8 TIA	9 TIB	10 TIC	11 TID, E,F	12 INC	13 CPL

NO. 5 #W/S 253 ST# 9
Richard A

ROBERTS FRANCIS ANTHONY
RD 2 BOX 106
LIGONIER PA
(412) - NL 238-4276
5138

NA BY CB
DE _____

CALL	DATE	TIME	INTERV	RESULT
1	12/19	5:54 A (P)	SM124	13
2	/	: A P		
3	/	: A P		
4	/	: A P		
CB 1	/	: A P	OTHER	PHONE
CB 2	/	: A P		

REFUSAL

1 NW#	2 DIS	3 BUS	5 ELS	6 RSP	7 OTHER SPEC.	8 TIA	9 TIB	10 TIC	11 TID, E,F	12 INC	13 CPL

FIGURE 2-2. SAMPLE PAGE FROM A VETERANS CALL RECORD PACKET

In addition to identifying the interviewer and the date and time of the call, records were kept to show the outcome of each attempted call. The codes used for the Non-Prior Service call records were:

NA No answer
BY Busy
CB Respondent not at home, call back
OE An other effective number which can be called to reach respondent
1 Non-working number
2 Disconnected number
3 Business listing
5 Refusal - by someone other than the respondent
6 Refusal - by the respondent
7 Other (language barrier, hearing problem, illness, deceased, respondent not at number given, etc.)
8 Termination - no one in household of eligible age
9 Termination - individual was/is in service
10 Termination - individual awaiting basic training
11 Termination - individual was not of eligible educational level
12 Incompleted interview
13 Completed interview

The codes used for the Veterans call records were identical to those used for the Non-Prior Service except for the following:

8 Termination - individual was never in military
9 Termination - individual currently in military
10 Termination - individual currently in paid drill status/ Reserves
11 Termination - individual not in 4th, 5th or 6th year of initial enlistment.

A detailed analysis of all the calls made is presented in Section 5.0 Completion Rates.

2.7 Completed Field Forms

Three types of materials were turned in by the interviewers:

1. Questionnaires with attached screeners and call record packets for completed interview or interviews that were incomplete because the respondent refused to continue.
2. Screeners and call records for those men and women who did not qualify for the interview or who terminated before getting into the main questionnaire.
3. Call records for no listings, non-working or disconnected numbers, etc. or where there was no eligible person in the household.

2.8 Questionnaire Editing at Interviewing Site

All questionnaires were given a thorough field editing by the VFIS editing staff to determine if the correct respondent had been interviewed, the completeness of the questionnaire, and the clarity and consistency of the respondent's answers. Where necessary, respondents were called back to obtain missing information or to clarify inconsistent or unclear answers. Certain questions, for example, the initial propensity to enlist question, could not be asked by recalling the respondent because information learned during and subsequent to the interview would probably influence the answers. Therefore, the interview would have to be discarded. However, cases like this did not occur.

2.9 Effect of Interviewer's Sex

Since male and female interviewers were employed to interview respondents of each sex, this potential source of bias was monitored and controlled. This variable was controlled by having the same proportion of respondents in each of the six subsamples (see Section 4.3.2) interviewed by men and women.

3.0 DATA HANDLING

3.1 Overview

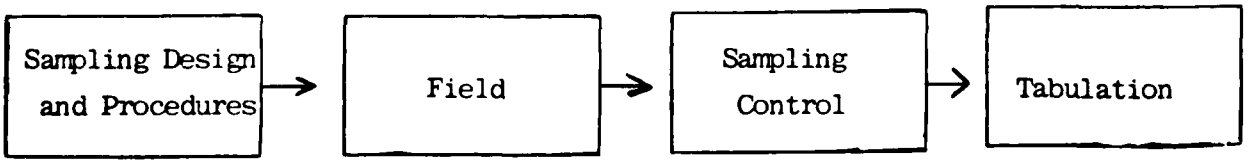
In a study of this magnitude, proper data handling is required to facilitate prompt and accurate completion of the field work and enable subsequent data analysis to begin. Data handling includes careful sample control, questionnaire editing, coding of necessary questionnaire items, keypunching and verification of data.

3.2 Sample Control and Monitoring

Rigid controls were employed to monitor the execution of the survey samples. Each of the three samples was controlled separately. Attempts were made to contact a total of 56,351 numbers and each of these attempted calls was checked to ensure that it was handled in conformance with the sample design.

A major part of the control system was built into the design of the call record packets. Since each packet contained the target person or phone number, as well as the appropriate backups, it was necessary to complete one interview per packet. For additional sampling control, each packet was given an identification number (block number).

Materials flowed as follows throughout the course of the field work:



The sampling department provided the field staff with the number of packets needed to reach the appropriate quotas for each sample. The identification numbers were also provided in order for the field staff to 1) monitor the number of completed interviews in each sample, 2) avoid completing more than one interview per packet, and 3) ensure that an interview was completed from each packet. As each interview was completed from a particular packet, the block number of that packet was checked off on the master list of block numbers.

Daily shipments of materials were received from the field by sampling control. These materials included call record packets, screeners and questionnaires.

All materials returned by the field were subjected to a two-stage checking procedure. First, the questionnaire or screener was checked to be sure it had the proper block number assigned to it. Second, all names or numbers within a block that were attempted were meticulously checked to ensure that they were called in the prescribed order and that there were no deviations from the sample plan.

Three master quota forms were designed to 1) record the number of call record packets sent to the field for each sample, 2) record the number of completed interviews for each sample on a daily basis, and 3) log in the number of completed questionnaires for each sample shipped back to sampling control from the field. The last two records were cross-checked daily with the field department to ensure that field records and sampling control records showed the same number of completed or incompleted interviews. Discrepancies between these two records were due to the lag in getting completed interviews to sample control.

3.3 Questionnaire Editing

Each questionnaire was first edited from a tabulation standpoint, ensuring that all questions which were supposed to have been answered were, that questions which should not have been answered were not, and that all answers were clear and consistent. Very few problems were discovered during the tabulation editing and most of the few that were found could be resolved by the editors. In a small number of cases, questionnaires had to be sent back to the field for clarification or to obtain missing information.

3.4 Questionnaire Coding

Almost all of the questions on the questionnaires were closed-ended questions that required no coding. The few questions which were open-ended required a numerical response.

By designing a basically closed-ended questionnaire, the chance of errors occurring due to qualitative analysis were virtually eliminated.

3.5 Keypunching

The questionnaires required four cards per respondent. Thus, a total of approximately 18,000 cards was keypunched and 100 percent of them were key verified to detect any keypunching errors.

3.6 Consistency Checks

A series of consistency checks was developed separately for the questionnaires from each sample and subsample. Two types of checks were used. The first type was designed to identify coding or keypunching errors and the second to identify illogical answers given by the respondent, e.g., a person who is not currently employed citing the number of hours per week he/she regularly works.

The verified card decks for each sample and subsample were computer analyzed using the consistency check programs. The output was a list of cards with consistency check errors, identifying the check which the card had failed. Corrections were made in the small number of cards with errors by referring to the original questionnaire. No corrections were made automatically or mechanically when consistency check errors were discovered.

After all the cards were corrected, the set of consistency checks was re-run to ascertain that no errors were uncovered as a result of the corrections made. No additional errors were discovered at this stage but, if they had been, they would have been corrected and the deck re-run for consistency checks until no errors were discovered.

4.0 QUESTIONNAIRE DESIGN

4.1 Overview

This section briefly describes the essential tools used for collecting the data in this study: the screeners and questionnaires. Examples of Samples A, B and C screeners appear in Appendices A of Volumes I and II. Form 1 of the Samples A and B questionnaire appears in Appendix A of Volume I and Form 2 appears in Appendix A of Volume II. Form 2 of the Sample C questionnaire appears in Appendix A of Volume I and Form 1 appears in Appendix A of Volume II.

4.2 Screeners

The screeners were used for establishing the eligibility of a respondent to participate in the study. The data from demographic questions which were used to determine eligibility were also included as part of the study data.

Two basic screener versions were used in the present study, one for the Non-Prior Service samples and one for the Veterans sample.

4.2.1 Screener for Samples A and B

The Non-Prior Service screener established the number, ages, and sex of all eligible respondents in a household as well as the age, sex, and educational level of the selected respondent. It was possible for households to contain more than one eligible respondent so a systematic procedure was utilized to guide the selection of the actual respondent. This procedure was designed to yield an appropriate representation of the different age levels.

Since the incidence of eligible females is higher than eligible males, a selection procedure which favored males was incorporated into the screeners. In those households with eligible respondents of both sexes, the male was selected 60 percent of the time and the female was selected 40 percent of the time.

After a respondent was selected, additional screener questions were asked to eliminate those respondents who were Veterans, currently in the active services or Reserve components, or awaiting basic training. If the respondent was subsequently found to be ineligible on these criteria, the interview was terminated. If there was more than one eligible respondent in the household, another respondent was selected from the same household.

4.2.2 Screener for Sample C

The Veterans screener verified the eligibility of the respondent by asking questions regarding:

- Current military status
- Time in military service
- Month and year entered military service
- Month and year released from military service

Additional information collected on the screeners included age, educational level, and the branch of the military in which the individual served.

4.3 Questionnaire Versions and Forms

The present study required that two basic versions of the questionnaire be used, one version for the Non-Prior Service samples and one version for the Veterans sample. Each version of the questionnaire had two forms.

4.3.1 Questionnaire Versions

The Veterans version differed from the Non-Prior Service version by the inclusion of five service-related questions and the omission of some questions which were inappropriate to ask of Veterans. The service-related questions focused on military status and satisfaction with the military. Among the deleted questions was "How long do you think you have to enlist for if you join the Active Military?"

4.3.2 Forms of Each Questionnaire Version

Each version of the questionnaire had two forms which were randomly assigned to individuals within each sample. Half of each sample responded to Form 1 and half responded to Form 2. The differences between the two forms were as follows:

1. The block of 16 attitude statements composing Question 32 in Form 1 were different from the block of 14 attitude statements composing Question 32 in Form 2.

2. For those questions requiring a comparison between the Active Military and the Guard/Reserves, Form 1 asked the respondents to compare the Active Military to the National Guard and Form 2 asked the respondents to compare the Active Military to the Reserves.

The use of parallel forms increased the number of attitudinal questions that could be assessed without protracting each interview. It also allowed the inclusion of more potentially interesting issues within the questionnaire and reduced repetition within comparison sections while keeping the questionnaire length within the appropriate contraints. The forms also provided convenient subsample groupings for testing the stability of response tendencies within each sample.

4.4 Comparability of Questions

With the exception of those items described in Section 4.3.1, the questionnaires for Samples A, B and C covered the same topics and identical wording was used in both forms of both versions in order to ensure comparability of results.

4.5 Questionnaire Length

The questionnaires went through two major drafts and several minor drafts in the design process, with each draft refining and sharpening the previous one. Because of interview length constraints, shifts in emphasis of several content areas had to be made during the draftings of the questionnaire. Interview length was limited to one-half hour.

Less critical content areas were deleted or diminished in emphasis to allow time in the interview for the most critical topics of concern. In the process, the interview length was decreased from approximately one hour to the half hour maximum. Throughout the questionnaire design phase of the project, Associates met with and was in telephone contact with DoD personnel for guidance and approval of the changes and shifts in emphasis.

Every effort was made to keep the questions as brief as possible to facilitate respondent cooperation and interest, and the simplest possible conversational language was used to aid in respondent comprehension.

4.6 Questionnaire Structure and Content

The final version of the questionnaire was developed on the basis of the 1977 research and analysis of the focus group results. A number of scales were carried over from the 1977 research and enhanced by addition of related questions in order to increase the reliability of measurement. Additional questions were developed to focus on issues highlighted during the focus groups. The various sections of the NPS and Veterans questionnaire included items on:

- Demographic characteristics, e.g.; are you currently employed?; are you currently attending any type of school or college?
- Importance of long term goals (e.g., how important is working for a better?) and short term goals (e.g., how important is obtaining a good second source of income?) and the likelihood of achieving these goals in the Guard/Reserve.
- Perceptions of various situations or conditions occurring while in or as a result of being in the Guard/Reserve, e.g., how likely do you think it is that the Guard/Reserve would take too much time away from your personal and social activities?
- Attitudes toward organizations and groups, e.g., how much do you agree with the statement, "The National Guard is highly respected in my community"?

- Propensity to enlist in each National Guard and Reserve component and in the Active Military.
- Potential changes in conditions of service (e.g., a decrease in length of obligation) which would make Guard/Reserve enlistment feasible.
- Identificantion of segments of the population facing major barriers to enlistment, e.g., retail sales-people who work on commission and who make their big sales on weekends and thus could not attend UTA's.
- How Potential Enlistees feel about the Active Military, the Guard and the Reserve. These questions will not only provide a measure of how the Potential Enlistees feel about each but will also permit a determination of whether they affectively differentiate between them.
- The perception of the length of enlistment and active duty requirements for the Guard/Reserve.
- Guard/Reserve recruiting activities including both personal contacts and literature dissemination.
- Patriotism of Potential Enlistees.
- The alienation of Potential Enlistees.
- The perceived response of the primary influencers to potential enlistment.
- The presence of women in the Guard/Reserve.

- The respondent's perceived control of the environment.
- The respondent's perceptions of the activities of the Guard/Reserve including:
  - Measures of the potential dangers of being in the Guard/Reserve.
  - Measures of the perceived value of Guard/Reserve training for civilian life.
- The intention to carry out enlistment related behaviors within the next six months.
- The attitude toward a National Service Requirement and the inclusion of the Guard/Reserve as one alternative for fulfilling that requirement.
- The respondent's social security number for use in follow-up studies relating enlistment propensity to enlistment related behaviors.

In addition, the Veterans questionnaire included questions regarding:

- The respondent's military history and attitudes toward prior service.

The question sequence was structured so that the simplest, factual information was asked first, with the more difficult or sensitive information coming later in the interview. Care was also taken with the placement of questions in the interview so that answers to a question did not bias answers to subsequent questions (e.g., the initial propensity measure was positioned prior to any other military-related questions).

Finally, special attention was given to interviewer instructions on the questionnaire so that all of the information the interviewer needed to conduct the interview was contained on the questionnaire itself. Thus, the interviewer did not have to refer to another document, which would have interfered with the question flow and may have reduced respondent cooperation.

4.7 Questionnaire Pre-tests

Each version of the questionnaire was subjected to an extensive telephone pretesting procedure by Valley Forge Information Services. This was done to determine how well the questionnaire flowed on the telephone, the level of respondent comprehension on the phone, and the length of time required to administer the interview. Most of the questionnaire changes required as a result of the telephone pre-testing work were deletions in order to keep the interview within the 30-minute time limit.

4.8 Analysis of Incomplete Questionnaires

Although a combination of factors cause a respondent to terminate a telephone interview, it is likely that the design of the questionnaire contributes to this action. Therefore, a detailed analysis of the termination point for incompleted interviews was performed. The data are presented in Table 4-1.

Table 4-1 lists the question number, content and type of question as well as the number of respondents in the Non-Prior Service and Veterans samples terminating the interview at that point in the questionnaire. Those questions requiring a long list of statements to be rated and/or having a long list of statements which are repeated from the previous question are noted.

The results of this analysis indicate that over half of the terminations occurred during a question requiring a long list of statements to be rated (Samples A and B = 54 percent, Sample C = 66 percent). It appears that question length has a major impact on interview termination.

TABLE 4-1. DETAILED ANALYSIS OF TERMINATION POINT FOR INCOMPLETE INTERVIEWS

QUESTION NUMBER	CONTENT	TYPE[1)]	NUMBER TERMINATING SAMPLES A AND B	NUMBER TERMINATING SAMPLE C
2-6	Educational history		6	2
7-12	Work history		22	12
13	Propensity to enlist		8	0
14-18	Literature/Recruiter contact		5	0
19-22b	Perceptions of Military		71	6
23a	Cognitions of Active Military	L	59	14
23b	Cognitions of Guard/Reserve	L,R	27	6
24	Length of enlistment		30	3
25	Attitudes, Set 1	L	34	14
26	Behavioral intentions		22	4
27	Importance	L	32	7
28	Achievability	L,R	42	10
29	Situations	L	7	4
30-31	National Service		10	2
32	Attitudes, Set 2	L	8	1
33	Life goals		0	0
34a-41	Family history		3	0
42	Component similarities		0	0
43a-47b	Personal history		0	0

1) L = Questions requiring a long list of statements to be rated
R = The long list of statements to be rated are repeated from the previous question

4.9 Suggestions for Questionnaire Improvement

The questionnaires used in this study proved to be practical to administer as evidenced by the successful accomplishment of the study objectives. However, the following improvements in the questionnaire should be considered if future studies are to be undertaken.

1. Each attitude section contained a large number of statements to be rated. Respondents wearied at these long lists of seemingly (and sometimes actually) similar questions; the majority of the interview terminations occurred during one of these sections of the questionnaire. A two-pronged approach can be implemented to solve this problem.

    a. New attitude scales should be pretested on a small sample before being added to the floating section of the Tracking Study questionnaire. Only that subset of the scale items which best taps the particular issue would be included.

    b. Analysis of existing scales in the floating section will allow a substantial reduction in the number of questions per scale included next year by selecting the subset of items which had best assessed the issue.

2. The response alternatives for many of the attitude sections were simultaneously similar and dissimilar which confused respondents and thus wasted valuable interviewing time. For example, one question asked: how important is it to you? -- Very important, somewhat important, etc. Another question asked: how likely is it to occur? -- Very likely, somewhat likely, etc.

   One approach to overcoming this problem is to use the opening five minutes of the interview for explaining a single, numerical response scale to be used in each rating question. That is, "1" would always equal the positive extreme, "3" the neutral response, and "5" the negative extreme. Once the respondent learns the response system, the interviewer need only state the issue under consideration (e.g., "please rate these on 'Importance', or 'Likelihood', or 'Satisfaction'," etc.)

   This approach would result in a reduction in the length of the interview through:

   1) Shorter instructions per question

   2) Reduced confusion on the part of the respondent

   3) Reduction in the frequency of repeating the scale to the respondent.

5.0 COMPLETION RATES

5.1 Overview

Completion rates were calculated for the Non-Prior Service samples and Veterans sample separately. Samples A and B were considered together for these analyses due to their simultaneous selection from the same sampling pool. Completion rates were calculated for the initial, rigorous callback procedure as well as for the relaxed procedures implemented for the timely completion of the study.

5.2 Calculation of Completion Rates

Completion rates were calculated using the following formula:

$$CR = \frac{U}{U + V + W + Y - \left(\frac{Z}{U + V + Z} \times W\right) - \left(\frac{Z}{U + V + Z} \times Y\right)}$$

where,

U = number of completed interviews
V = refusal by qualified respondents
W = no answer, busy, not at home
Y = refusal before determination
Z = not eligible, no qualified respondent in household

This formula uses the number of completed interviews as the numerator of the fraction. The denominator is the sum of 1) completed interviews, 2) refusals by eligible respondents, 3) no answers, busies, not at homes, and 4) refusals before determination of eligibility, less the portion of 3) and 4) that were estimated to be ineligible for inclusion in the study.

The estimator for determining the number of ineligible respondents among the no answers, busies, not at homes and pre-eligibility determination refusals is obtained by dividing the number of ineligible respondents by the sum of the respondents whose eligibility is known -- completed interviews, refusals by qualified respondents and the ineligible respondents. This, then, is the fraction of ineligible respondents that would be expected in the group of people whose eligibility remained undetermined at the completion of the field work. The appropriate portion of these non-reached groups was subtracted from the denominator in the completion rate formula.

This is a conservative formula for computing completion rate because a large portion of the numbers to which the above estimator was applied were no answers after repeated calls. In fact, many of these are non-working or disconnected numbers which did not have an automatic recording attached to them advising the caller of the status of that number. In addition, some of these no answers were doubtless business phones which were not answered during the evening hours and weekends when the interviewing was done.

5.3 Results for Rigorous Versus Relaxed Callback Procedures

This study was designed to have rigorous callback procedures, detailed in another section, which maximized the likelihood of contacting the desired respondent. The relaxed procedures invoked toward the end of data collection did not reduce the number of callbacks, but allowed for callbacks to be made within progressively shorter time periods and eliminated the weekday/weekend time constraint. The relaxed procedures also allowed for more than one backup telephone number to be tried simultaneously if the target number was unusable, rather than the stricter procedure requiring each backup number to be exhausted before proceeding to a successor backup number.

Completion rates were calculated separately for both the Non-Prior Service and Veterans samples under the rigorous callback procedures and under relaxed callback procedures. Overall completion rates were also calculated for these samples.

The data used in calculating the completion rates appears in Tables 5-1 and 5-2. Table 5-1 represents a detailed analysis of the final results of the calls attempted for the Non-Prior Service samples and the Veterans sample and Table 5-2 breaks these data out by the type of callback procedure employed.

5.3.1 Completion Rates during Rigorous Callback Procedures

Eighty-nine percent of the completed interviews for Samples A and B and forty-three percent of the completed interviews for Sample C were obtained under the rigorous callback procedure. The completion rates for Samples A and B and Sample C were 67 percent and 76 percent, respectively.

5.3.2 Completion Rates during Relaxed Callback Procedures

Eleven percent of the completed interviews for Samples A and B and fifty-seven percent of the completed interviews for Sample C were obtained under the relaxed callback procedures. The completion rates for Samples A and B and Sample C were 32 percent and 63 percent, respectively.

TABLE 5-1. DETAILED ANALYSIS OF ATTEMPTED CALLS FOR NON-PRIOR SERVICE AND VETERANS SAMPLES

FINAL RESULT OF ATTEMPTED CALLS	NON-PRIOR SERVICE (%)[1]	VETERANS (%)[1]
Total number of phone numbers tried	51175 (100%)	5176 (100%)
Unusable numbers	13897 (27.2%)	255 (4.9%)
Non-working number	4245	104
Disconnected number	6112	135
Business number	3504	12
Undetermined	36	4
Refusals	3940 (7.7%)	375 (7.2%)
Refusal by someone other than respondent	3249	232
Refusal by respondent	667	143
Initial hang-up	24	0
No answer, busy, not at home	7405 (14.5%)	2165 (42%)
No answer	5789	604
Busy	692	109
Not at home	281	280
Other (e.g. language barrier, respondent not at number given)	643	1172
Respondent not eligible	608 (1.2%)	795 (15%)
In military, Guard/Reserves in past	175	--
Currently awaiting basic training	17	--
College graduate	416	--
Never in military	--	184
Currently in military	--	103
Currently in paid drill status/Reserves	--	98
Not in 4th, 5th or 6th year	--	410
Household not eligible	21937 (42.9%)	--
Incompleted interview	386 (.75%)	85 (1.6%)
Completed interview	3002 (5.9%)	1501 (29%)
Total number of names supplied	--	12612 (100%)
Number of names for which phone numbers could not be found	--	7200[2] (57%)

[1]Percentages may not sum to 100 due to rounding

[2]This is a conservative estimate which is based on a) an actual count on a sample of call record packets and b) the number of names put into the field to obtain the necessary number of interviews.

TABLE 5-2. DETAILED ANALYSIS OF ATTEMPTED CALLS FOR NON-PRIOR SERVICE AND VETERANS SAMPLES COMPARING NORMAL AND RELAXED CALLBACK PROCEDURES[1]

FINAL RESULT OF ATTEMPTED CALLS	NON-PRIOR SERVICE N (%)[2]	NON-PRIOR SERVICE R (%)[2]	VETERANS N (%)[2]	VETERANS R (%)[2]
Total number of phone numbers tried	34307 (100%)	16868 (100%)	1370 (100%)	3806 (100%)
Unusable numbers	8522 (24.8%)	5375 (31.9%)	60 (4.4%)	195 (5.1%)
Non-working number	2494	1751	31	73
Disconnected number	4157	1955	27	108
Business number	1840	1664	1	11
Undetermined	31	5	1	3
Refusals	2566 (7.5%)	1374 (8.1%)	187 (13.6%)	188 (4.9%)
Refusal by someone other than respondent	2223	1026	113	119
Refusal by respondent	329	338	74	69
Initial hang-up	14	10	0	0
No answer, busy, not at home	3902 (11.4%)	3503 (20.8%)	302 (22%)	1863 (48.9%)
No answer	2986	2803	52	552
Busy	371	321	9	100
Not at home	149	132	23	257
Other (e.g. language barrier, respondent not at number given)	396	247	218	954
Respondent not eligible	428 (1.2%)	180 (1.1%)	158 (11.5%)	637 (16.7%)
In military, Guard/Reserves in past	134	41	--	--
Currently awaiting basic training	12	5	—	--
College graduate	282	134	--	--
Never in military	--	—	37	147
Currently in military	--	--	23	80
Currently in paid drill status/ Reserves	--	--	22	76
Not in 4th, 5th or 6th year	--	--	76	334
Household not eligible	15908 (46.4%)	6029 (35.7%)	--	—
Incompleted interview	301 (.9%)	85 (.5%)	13 (.9%)	72 (1.9%)
Completed interview	2680 (7.8%)	322 (1.9%)	650 (47.4%)	851 (22.4%

[1]N = Normal Callback Procedure; R = Relaxed Callback Procedure

[2]Percentages may not sum to 100 due to rounding

5.3.3 Overall Completion Rates

The overall completion rates for the study were 60 percent for Samples A and B and 66 percent for Sample C. The completion rates for the present study were slightly lower than those anticipated. The decrease is attributable to 1) the number of refusals by eligible respondents; 2) the number of incompleted interviews; and 3) the implementation of relaxed callback procedures for the timely completion of the field work.

6.0 DATA REDUCTION AND ANALYSIS

The task of data reduction in a study of this size is a formidable one. A number of the related analytic problems, procedures, and reliability checks are detailed in the first part of this chapter. A number of other, disparate issues are considered at the end of the chapter.

6.1 Descriptive Data

6.1.1 Response Categories

As can be seen from a review of the questionnaire itself and Volume III, all questions were pre-coded or numerical. Both visual spot checks and systematic computer analysis showed that data were transferred reliably from the interview forms to the data cards.

Most of the response sets can be assumed to comprise continuous scales. In those few instances where end categories of continuous scales were collapsed (e.g., had five or more dependents), so few cases were found that the underlying distribution is unlikely to be misdescribed. Moreover, those data are described in Volume I either categorically, or in terms of medians (e.g., number of siblings).

Inherently categorical data were transformed into a series of categorical variables before analysis, where required (e.g, marital status).

6.1.2 Comparability of Subgroups

As indicated in Section 4.3.2, each questionnaire was presented in two forms, differing in several attitudinal questions and in the comparisons made between the Active Military and the Guard/Reserves. Respondents were assigned to one of the two forms on a random basis, so that any differences between the respondents to one form of the questionnaire and the respondents to the other form should be attributable purely to chance. Tests of this assumption were made in each sample. The data provide evidence that the differentiation was random, and the response tendencies reported in this study are highly reliable.

Specifically, the Male NPS samples responding to the forms were compared on the following demographic criteria:

- Total years of formal schooling
- Age
- Reported high school grade average
- Current attendance at school
- Current employment
- Perceived difficulty of finding employment
- Receipt of literature from the military
- Contact with an armed services recruiter
- Perceived health
- Marital status
- Home ownership
- Having a father who was career military
- Number of dependents
- Number of siblings
- Number of older siblings
- Having a friend who recently considered or joined the military

- Ethnicity
- Willingness to give social security number
- Having been interviewed by a male or a female interviewer

The subsamples did not differ from one another on any of these items. Furthermore, a multivariate discriminant function analysis combining those items failed to yield any significant difference between the subsamples.

The Female NPS subsamples were compared on the same variables, with the same results.

Two analyses were done with the Veterans subsamples. In the first, the same variables as those already described were investigated, with the exception of perceived health (which was not asked on the Veterans questionnaire). With the exception of a borderline difference in the percentage of blacks in the two subsamples (7.6 percent versus 5.0 percent), there were again no differences in the univariate analyses or the multivariate analysis.

In a second analysis, Veterans were also compared with respect to:

- Time in the Active Forces
- Date of entry into service
- Date of separation from service
- Perception of having received a desired MOS
- Satisfaction with the MOS received
- Enlistment grade at separation
- Whether drafted or volunterred for service
- Branch in which served

No differences between the subsamples were found, either in the univariate analyses or in the multivariate analysis.

Further evidence of the comparability of the two subsamples was obtained in tests of the perceptions of the cognitions held by each with regard to the Active Forces. Each subsample indicated the degree to which the Active Forces could be characterized by each of eleven attributes. The ratings obtained from the respondents to one form of the questionnaire were then compared with those obtained from the other, using both univariate tests and a multiple discriminant analysis. Only one of the 33 univariate tests indicated a significant difference; none of the multivariate tests did. Given the number of tests conducted, it may be concluded that the difference that was obtained reflects nothing more than a chance phenomenon in itself.

The analyses of the demographic data and of the images held regarding the Active Forces indicate that the subsamples do not differ in any systematic manner. The results may be considered quite reliable for the samples studied. Furthermore, the data found in single subsamples -- i.e., on those items studied in only one questionnaire form -- may be projected confidently to the entire sample. Finally, more subjective results, such as the definition of attitudinal factors, can be validated internally by cross-checking between the obtained subsamples.

6.1.3 Demographic Data

The composition of the samples, and of subgroups within the samples is touched on at various points in Volume I. Many of the underlying data were presented in Volume I; the remainder are presented here.

Tables 6-1 to 6-3 show the demographic characteristics of each of the three samples, in the rightmost column.[1] (For readability of these and subsequent demographic tables, standard errors of proportions are not tabled. As is well known, these may be calculated directly from the obtained proportions by the relation $s = \left[(p)(1 - p)/n\right]^{\frac{1}{2}}$.)

Each sample was split into those with positive propensity toward enlistment and those with negative propensity. The demographic characteristics of those in each of the resulting subgroups are presented in the first and second columns of these same tables. Those characteristics that discriminate significantly between the two subgroups in each sample are indicated.

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[1] In this, and all subsequent tables, only those respondents are included who gave answers to all the questions tabulated. In other words, missing data on any one of the relevant questions led to the omission of that respondent from the entire reported analysis.

TABLE 6-1. DEMOGRAPHIC CHARACTERISTICS OF THOSE WITH POSITIVE PROPENSITY TO ENLISTMENT AND THOSE WITH NEGATIVE PROPENSITY[a], NPS MALES

CHARACTERISTIC	POSITIVE (N = 328)	NEGATIVE (N = 1053)		TOTAL (N = 1381)
Percentage				
Now attending school	46.3	37.1	*[b]	39.3
Working	72.3	79.4	*	77.7
Received recruiting literature	71.3	82.8	*	80.1
Saw a recruiter	38.4	35.6		36.3
Own their own home	11.6	17.8	*	16.4
Father was career military	27.1	13.5	*	16.7
Friend recently discussed or joined military	45.1	32.9	*	35.8
Married	14.3	28.2	*	24.9
White	72.9	84.5	*	81.8
Mean				
Formal schooling[c]	1.87 (1.01)[d]	2.58 (1.16)	*	2.41 (1.17)
Age (years)	19.48 (2.44)	21.19 (2.79)	*	20.78 (2.81)
Perceived difficulty of finding job[e]	2.28 (0.94)	2.39 (0.88)	*	2.37 (0.90)
Number of dependents	0.53 (1.09)	0.63 (1.05)		0.61 (1.06)
Grades in high school[f]	2.54 (0.70)	2.32 (0.75)	*	2.37 (0.74)
Number of siblings	3.26 (1.70)	3.01 (1.61)	*	3.07 (1.63)
Number of older siblings	1.78 (1.74)	1.61 (1.60)		1.65 (1.64)

[a] Standard measure.

[b] Positive-negative difference is significant.

[c] 1 = less than high school graduate; 2 = high school graduate; 3 = VoTech training; 4 = some college.

[d] Standard deviation.

[e] 1 = very difficult; 4 = very easy.

[f] 1 = A; 5 = F.

TABLE 6-2. DEMOGRAPHIC CHARACTERISTICS OF THOSE WITH POSITIVE PROPENSITY TO ENLISTMENT AND THOSE WITH NEGATIVE PROPENSITY[a], NPS FEMALES

CHARACTERISTIC	POSITIVE (N = 153)	NEGATIVE (N = 1052)		TOTAL (N = 1205)
Percentage				
Now attending school	47.1	34.7	*[b]	36.3
Working	68.0	61.3		62.2
Received recruiting literature	58.2	55.0		55.4
Saw a recruiter	30.7	19.6	*	21.0
Own their own home	10.5	23.9	*	22.2
Father was career military	30.1	21.9	*	22.9
Friend recently discussed or joined military	50.3	33.1	*	36.0
Married	17.0	38.2	*	35.5
White	58.2	84.8	*	81.4
Mean				
Formal schooling[c]	2.16 (1.13)[d]	2.47 (1.14)	*	2.43 (1.14)
Age (years)	19.86 (2.79)	21.11 (2.73)	*	20.95 (2.77)
Perceived difficulty of finding job[e]	2.35 (0.98)	2.33 (0.95)		2.34 (0.95)
Number of dependents	0.54 (0.99)	0.59 (1.01)		0.59 (1.01)
Grades in high school[f]	2.15 (0.71)	2.10 (0.72)		2.11 (0.72)
Number of siblings	3.66 (1.70)	3.03 (1.69)	*	3.11 (1.71)
Number of older siblings	2.20 (1.75)	1.85 (1.54)	*	1.89 (1.57)

[a] Standard measure.

[b] Positive-negative difference is significant.

[c] 1 = less than high school graduate; 2 = high school graduate; 3 = VoTech training; 4 = some college.

[d] Standard deviation.

[e] 1 = very difficult; 4 = very easy.

[f] 1 = A; 5 = F.

TABLE 6-3. DEMOGRAPHIC CHARACTERISTICS OF THOSE WITH POSITIVE PROPENSITY TO ENLISTMENT AND THOSE WITH NEGATIVE PROPENSITY[a], VETERANS

CHARACTERISTIC	POSITIVE (N = 262)	NEGATIVE (N = 981)		TOTAL (N = 1243)
Percentage				
Now attending school	32.4	37.1		36.1
Working	83.2	83.8		83.7
Received recruiting literature	80.9	85.5		84.6
Saw a recruiter	52.3	51.3		51.5
Own their own home	24.4	28.3		27.5
Father was career military	9.9	10.9		10.7
Friend recently discussed or joined military	54.1	38.4	*[b]	41.9
Married	47.7	55.0	*	53.5
White	75.6	88.3	*	85.6
Mean				
Formal schooling[c]	2.63 (1.07)[d]	2.92 (1.18)	*	2.86 (1.16)
Age[e]	2.25 (0.44)	2.33 (0.50)	*	2.32 (0.49)
Perceived difficulty of finding job[f]	2.22 (0.96)	2.37 (0.95)	*	2.34 (0.95)
Number of dependents	0.97 (1.14)	1.03 (1.11)		2.02 (1.12)
Grades in high school[g]	2.56 (0.65)	2.47 (0.70)	*	2.49 (0.69)
Number of siblings	3.64 (1.70)	3.48 (1.66)		3.52 (1.67)
Number of older siblings	2.02 (1.66)	1.82 (1.58)		1.86 (1.60)

[a] Standard measure.

[b] Positive-negative difference is significant.

[c] 1 = less than high school graduate; 2 = high school graduate; 3 = VoTech training; 4 = some college; 5 = college graduate; 6 = post graduate training.

[d] Standard deviation.

[e] 1 = under 20 years; 2 = 20-24 years; 3 = 25-29 years; 4 = 30-35 years; 5 = 35-39 years 6 = 40 years or older.

[f] 1 = very difficult; 4 = very easy.

[g] 1 = A; 5 = F.

In Section 3.4.1 of Volume I, the possible effects of lowering the length of the enlistment obligation are considered. Those respondents who would be favorable to a one-year enlistment, but not to a six-year enlistment were identified and compared to those who would be favorable to a six-year enlistment on critical demographic variables. These characteristics are presented in detail for the pertinent subgroups in each sample in Tables 6-4 to 6-6. Those characteristics that differentiate significantly between the subgroups are also indicated.

TABLE 6-4. DEMOGRAPHIC CHARACTERISTICS OF THOSE WITH POSITIVE PROPENSITY TO A SIX-YEAR ENLISTMENT AND THOSE WITH POSITIVE PROPENSITY TO A ONE-YEAR ENLISTMENT, NPS MALES

CHARACTERISTIC	OF THOSE WHO WERE POSITIVE TOWARD ONE-YEAR ENLISTMENT (N = 450)		OF THOSE WHO WERE POSITIVE TOWARD SIX-YEAR ENLISTMENT (N = 188)		
Percentage					
Now attending school	41		37		
Working	77		67		*[a]
Received recruiting literature	81		66		*
Saw a recruiter	39		39		
Own their own home	16		13		
Father was career military	20		23		
Friend recently discussed or joined military	40		41		
Married	22		17		
White	81		71		*
Perceived health problem	15		19		
Mean					
Formal schooling[b]	2.19	(1.12)[c]	1.94	(0.99)	*
Age (years)	20.36	(2.71)	19.74	(2.59)	*
Perceived difficulty of finding job[d]	2.36	(0.86)	2.31	(0.91)	
Number of dependents	0.60	(1.11)	0.51	(1.01)	
Grades in high school[e]	2.39	(0.73)	2.52	(0.69)	*
Number of siblings	3.10	(1.64)	3.31	(1.73)	

[a] Differ significantly.

[b] 1 = less than high school graduate; 2 = high school graduate; 3 = VoTech training; 4 = some college.

[c] Standard deviation.

[d] 1 = very difficult; 4 = very easy.

[e] 1 = A; 5 = F.

TABLE 6-5. DEMOGRAPHIC CHARACTERISTICS OF THOSE WITH POSITIVE PROPENSITY TO A SIX-YEAR ENLISTMENT AND THOSE WITH POSITIVE PROPENSITY TO A ONE-YEAR ENLISTMENT, NPS FEMALES

CHARACTERISTIC	OF THOSE WHO WERE POSITIVE TOWARD ONE-YEAR ENLISTMENT (N = 367)		OF THOSE WHO WERE POSITIVE TOWARD SIX-YEAR ENLISTMENT (N = 113)		
Percentage					
Now attending school	40		42		
Working	64		65		
Received recruiting literature	58		50		
Saw a recruiter	25		35		*[a]
Own their own home	17		15		
Father was career military	25		33		
Friend recently discussed or joined military	40		42		
Married	30		23		
White	81		57		*
Perceived health problem	11		8		
Mean					
Formal schooling[b]	2.34	(1.16)[c]	2.18	(1.10)	
Age (years)	20.63	(2.79)	20.35	(2.90)	
Perceived difficulty of finding job[d]	2.41	(0.96)	2.25	(1.03)	
Number of dependents	0.54	(0.99)	0.65	(0.96)	
Grades in high school[e]	2.13	(0.76)	2.24	(0.66)	
Number of siblings	3.21	(1.74)	3.64	(1.74)	*

[a] Differ significantly.

[b] 1 = less than high school graduate; 2 = high school graduate; 3 = VoTech training; 4 = some college.

[c] Standard deviation.

[d] 1 = very difficult; 4 = very easy.

[e] 1 = A; 5 = F.

TABLE 6-6. DEMOGRAPHIC CHARACTERISTICS OF THOSE WITH POSITIVE PROPENSITY TO A SIX-YEAR ENLISTMENT AND THOSE WITH POSITIVE PROPENSITY TO A ONE-YEAR ENLISTMENT, VETERANS

CHARACTERISTIC	OF THOSE WHO WERE POSITIVE TOWARD: ONE-YEAR ENLISTMENT (N = 336)		SIX-YEAR ENLISTMENT (N = 98)		
Percentage					
Now attending school	37		34		
Working	82		80		
Received recruiting literature	86		73		*[a]
Saw a recruiter	51		53		
Own their own home	26		22		
Father was career military	9		11		
Friend recently discussed or joined military	45		67		*
Married	57		48		
White	83		70		*
Mean					
Formal schooling[b]	2.85	(1.15)[c]	2.70	(1.13)	
Age[d]	2.30	(0.47)	2.28	(0.47)	
Perceived difficulty of finding job[e]	2.22	(0.93)	2.21	(0.97)	
Number of dependents	1.10	(1.12)	0.89	(1.17)	
Grades in high school[f]	2.55	(0.69)	2.52	(0.60)	
Number of siblings	3.51	(1.66)	3.74	(1.74)	

[a] Differ significantly.

[b] 1 = less than high school graduate; 2 = high school graduate; 3 = VoTech training; 4 = some college; 5 = college graduate; 6 = post graduate training.

[c] Standard deviation.

[d] 1 = under 20 years; 2 = 20-24 years; 3 = 25-29 years; 4 = 30-34 years; 5 = 35-39 years; 6 = 40 years or older.

[e] 1 = very difficult; 4 = very easy.

[f] 1 = A; 5 = F.

6.1.4 Attitudinal Data

As detailed at various points in Volume I, many attitudinal questions were posed to the respondents. These items were generally subsumed into factor scores, which were then used as predictors in the regression analysis of propensity to enlist. There are a number of points at which reference is made to individual scales (e.g., the relative achievability of life goals in the Guard/Reserve, and their importance) or to sample differences on individual scales (e.g., attitudinal differences between NPS male respondents and NPS female respondents). The underlying means and standard deviations for each sample and for the three samples combined are presented here. These tables also include an indication of items on which the NPS samples differ significantly.

- Attitudes related to military components and functions, Table 6-7
- Attitudes related to transition to young adulthood, Table 6-8[1]
- Attitudes related to women in the military, Table 6-9[1]
- Likelihood of situations occurring in the National Guard or Reserve, Table 6-10
- Importance of life goals, Table 6-11
- Relative achievability of life goals in the Guard/Reserve, Table 6-12
- Relative achievability of life goals, weighted by importance, Table 6-13[2]

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[1] These items were asked in only one form of the questionnaire.

[2] Achievability of each item for each respondent was scaled from -2 (less achievable in the Guard/Reserve) to +2 (more achievable in the Guard/Reserve), and multiplied by the importance attributed to that item by that respondent, scaled from 1 to 5. (Cf. Fishbein or Rosenberg.)

TABLE 6-7. MEAN RATINGS OF ATTITUDE STATEMENTS RELATED TO MILITARY COMPONENTS AND FUNCTIONS

STATEMENT	SAMPLE							
	NPS MALES (N = 1448)		NPS FEMALES (N = 1459)		VETERANS (N = 1451)		TOTAL (N = 4358)	
The National Guard or Reserves is a place to meet good friends and make new and lasting friendships	1.94[a]	(0.91)[b] *[c]	1.80	(0.82)	2.20	(1.04)	1.98	(0.94)
I like being a member of a team	1.89	(1.03)	1.87	(0.96)	1.98	(1.02)	1.91	(1.01)
I would be proud to be a member of the National Guard or the Reserves	2.45	(1.27)	2.43	(1.28)	2.80	(1.32)	2.56	(1.30)
A nation should always be ready to fight	1.54	(1.02) *	1.74	(1.15)	1.37	(0.83)	1.55	(1.02)
In my spare time I prefer doing things with others rather than being by myself	1.92	(1.20)	1.88	(1.14)	2.10	(1.29)	1.96	(1.22)
The National Guard and the Reserves are highly respected in my community	2.15	(1.10) *	1.97	(1.04)	2.47	(1.14)	2.20	(1.11)
I've always liked the idea of wearing a uniform	3.46	(1.41)	3.49	(1.41)	3.35	(1.41)	3.43	(1.41)
The military life is a pretty lonely one	3.44	(1.30) *	3.55	(1.31)	3.17	(1.44)	3.39	(1.36)
People should give time to help others in need	1.33	(0.63) *	1.20	(0.49)	1.30	(0.58)	1.27	(0.57)
The National Guard and Reserves are needed to maintain order in times of civil disturbance and riots	1.47	(0.85)	1.48	(0.82)	1.55	(0.91)	1.50	(0.86)
The National Guard and Reserves are needed to help in floods and other such disasters	1.23	(0.58)	1.27	(0.58)	1.23	(0.55)	1.24	(0.57)
I like to become involved in projects in my community	2.21	(1.11) *	2.05	(1.02)	2.23	(1.07)	2.17	(1.07)
There should always be a clearly defined boss in any project	1.59	(0.94)	1.60	(0.95)	1.50	(0.92)	1.56	(0.94)
I like to belong to organizations or groups which help me find more interesting things to do than being on my own	2.21	(1.23) *	1.99	(1.07)	2.32	(1.19)	2.17	(1.17)
Our country is too militaristic	3.42	(1.39) *	3.30	(1.32)	3.81	(1.28)	3.51	(1.35)
The National Guard or Reserves offers an opportunity to become involved in projects in my community	2.41	(1.17)	2.36	(1.13)	2.69	(1.19)	2.49	(1.17)

(CONT'D)

TABLE 6-7. (CONT'D)

STATEMENT	SAMPLE						TOTAL (N = 4358)	
	NPS MALES (N = 1448)		NPS FEMALES (N = 1459)		VETERANS (N = 1451)			
I like the idea of belonging to a group such as volunteer firemen or civil defense which help people when they have trouble	2.04	(1.10)	2.06	(1.09)	2.19	(1.08)	2.10	(1.09)
It is unnecessary for us to spend billions and billions of dollars each year for military preparations	3.35	(1.53)	3.36	(1.40)	3.77	(1.43)	3.49	(1.47)

[a] 1 = strongly agree; 5 = strongly disagree.

[b] Standard deviation.

[c] Male-Female difference significant by t-test.

TABLE 6-8. MEAN RATINGS OF ATTITUDE STATEMENTS RELATED TO TRANSITION TO YOUNG ADULTHOOD

STATEMENT	SAMPLE							
	NPS MALES (N = 735)		NPS FEMALES (N = 742)		VETERANS (N = 740)		TOTAL (N = 2217)	
Young people need some time to find themselves after they finish school	1.62[a]	(0.92)[b]	1.53	(0.89)	1.55	(0.88)	1.57	(0.89)
Other people around me seem very much aware of my talents and skills	2.15	(1.05)	2.28	(1.11)	2.27	(1.05)	2.23	(1.07)
I want to know beforehand exactly what I'll be doing in the next year or two	2.18	(1.22)	2.31	(1.26)	2.21	(1.19)	2.24	(1.22)
What happens to me is my own doing	1.75	(1.05)	1.83	(1.09)	1.66	(0.94)	1.74	(1.03)
It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad luck anyhow	2.59	(1.48)	2.60	(1.45)	2.80	(1.45)	2.66	(1.46)
You can't trust the government, because their policies are always changing	2.69	(1.29)*[c]	3.06	(1.28)	2.80	(1.28)	2.85	(1.29)
It's no use worrying about politics; nobody can do anything about them anyhow	3.47	(1.49)	3.59	(1.42)	3.58	(1.41)	3.55	(1.44)
There are too many choices a young person has to make in today's world	3.04	(1.42)	2.97	(1.44)	3.22	(1.38)	3.07	(1.42)
Sometimes I feel the need to show my family what I can do	2.17	(1.19)	2.06	(1.15)	2.39	(1.22)	2.21	(1.20)
Politicians and bureaucrats don't care about the people they're supposed to serve	2.75	(1.30)*	2.99	(1.26)	2.66	(1.20)	2.80	(1.26)
Older people make it really hard for young adults to find their position in life	3.31	(1.35)*	3.46	(1.37)	3.53	(1.27)	3.43	(1.33)
Military officers don't care about the people who have to serve under them	3.28	(1.29)*	3.64	(1.15)	3.16	(1.32)	3.36	(1.27)
My family sometimes doesn't understand my style of life	2.79	(1.45)	2.91	(1.48)	3.15	(1.42)	2.95	(1.46)
You can't trust the military because their policies are always changing	3.23	(1.24)*	3.56	(1.14)	3.15	(1.30)	3.31	(1.24)
There are very few jobs really worth doing	3.92	(1.34)	3.94	(1.33)	4.10	(1.21)	3.99	(1.30)
When I have to deal with different people, I feel like an actor playing different roles	3.20	(1.43)*	3.39	(1.41)	3.37	(1.38)	3.32	(1.41)

[a] 1 = strongly agree; 5 = strongly disagree.

[b] Standard deviation.

[c] Male-Female difference significant by t-test.

TABLE 6-9. MEAN RATINGS OF ATTITUDE STATEMENTS REGARDING WOMEN IN THE MILITARY

STATEMENT	SAMPLE							
	NPS MALES (N = 734)		NPS FEMALES (N = 735)		VETERANS (N = 736)		TOTAL (N = 2205)	
Any woman who joins the National Guard or the Reserves has no complaint coming if men treat her badly	3.63[a]	(1.45)[b]*[c]	4.11	(1.24)	3.95	(1.35)	3.90	(1.37)
Women do not have the physical strength and endurance to be military personnel	3.61	(1.31)*	4.06	(1.25)	3.68	(1.30)	3.78	(1.30)
The military life is a good influence on most young people	2.38	(1.24)*	2.20	(1.15)	2.30	(1.36)	2.29	(1.25)
Women think less clearly than men, and are more emotional	3.19	(1.39)*	3.83	(1.36)	3.43	(1.34)	3.49	(1.39)
Women in the National Guard or the Reserves can fill a vital function as members of combat-ready units	2.53	(1.30)*	2.35	(1.25)	2.61	(1.44)	2.50	(1.34)
Participation in the National Guard or Reserves would interfere with a woman's family responsibility	2.57	(1.24)	2.49	(1.24)	2.68	(1.28)	2.58	(1.26)
Women are not likely to be treated fairly in the military, with regard to recognition and promotion	3.02	(1.35)*	3.30	(1.31)	3.43	(1.38)	3.25	(1.36)
A woman can find more non-traditional jobs available to her in the military than in the civilian world	2.79	(1.31)	2.79	(1.27)	2.46	(1.37)	2.68	(1.33)
Women have a tougher time adjusting to military life than do men	2.80	(1.24)*	3.00	(1.34)	3.03	(1.26)	2.94	(1.28)
Women in the National Guard or the Reserves can be very useful in such non-traditional occupations as radar technicians and mechanics	1.87	(0.98)*	1.73	(0.95)	1.79	(0.93)	1.80	(0.95)
Women in the military are less feminine than other women	3.46	(1.35)*	3.87	(1.32)	3.69	(1.31)	3.67	(1.34)
The discipline of the military injures self-respect and individualism	2.98	(1.41)*	3.26	(1.46)	3.15	(1.48)	3.13	(1.45)

(CONT'D)

TABLE 6-9. (CONT'D)

STATEMENT	SAMPLE						TOTAL	
	NPS MALES (N = 734)		NPS FEMALES (N = 735)		VETERANS (N = 736)		(N = 2205)	
Women in the National Guard or the Reserves can be very useful in the traditional occupations of nursing and secretarial work	1.53	(0.74)	1.56	(0.86)	1.46	(0.67)	1.52	(0.76)
Employers value people who have had military training	2.16	(1.07)	2.14	(1.07)	2.23	(1.20)	2.18	(1.12)

[a] 1 = strongly agree; 5 = strongly disagree.

[b] Standard deviation.

[c] Male-Female difference significant by t-test.

TABLE 6-10. MEAN RATINGS OF LIKELIHOOD OF SITUATIONS OCCURRING IN THE NATIONAL GUARD OR RESERVES

SITUATION	SAMPLE							
	NPS MALES (N = 1468)		NPS FEMALES (N = 1477)		VETERANS (N = 1485)		TOTAL (N = 4430)	
Having a job that's not too demanding	3.05[a]	(1.39)[b]	3.11	(1.39)	2.89	(1.43)	3.01	(1.41)
Taking too much time away from your personal and social activities	2.72	(1.45)	2.67	(1.38)	2.78	(1.45)	2.72	(1.43)
Having military supervisors who would hassle or harrass you	2.98	(1.45)	3.05	(1.39)	2.80	(1.46)	2.94	(1.44)
Being with women who want to compete with men	2.38	(1.26)*[c]	2.13	(1.23)	2.41	(1.30)	2.30	(1.27)
Losing a chance to progress toward a solid job and job security	3.07	(1.43)*	3.26	(1.44)	3.25	(1.42)	3.19	(1.43)
Taking too much time away from your family during drills	2.90	(1.44)*	2.57	(1.41)	2.81	(1.46)	2.76	(1.44)
Losing a chance for educational progress	3.60	(1.41)*	3.77	(1.35)	3.61	(1.40)	3.66	(1.39)
Being in a position to have to kill other people in a disturbance or a war	2.93	(1.47)*	3.04	(1.51)	3.00	(1.46)	2.99	(1.48)
Having to follow routine for the mere sake of the routine	2.28	(1.33)	2.37	(1.36)	2.03	(1.28)	2.23	(1.33)
Being in a position to be killed by others, in a disturbance or a war	2.67	(1.47)	2.72	(1.50)	2.75	(1.47)	2.71	(1.48)
Being called to active duty in case of civil disturbances or riots	2.12	(1.26)	2.06	(1.26)	2.21	(1.31)	2.13	(1.28)
Being with women who are confident in their abilities	1.90	(1.06)*	1.74	(0.94)	2.06	(1.12)	1.90	(1.05)
Having problems with your job because of National Guard or Reserve obligations	3.20	(1.46)	3.12	(1.42)	3.34	(1.46)	3.22	(1.45)
Being called to active duty in case of war	2.25	(1.33)	2.25	(1.34)	2.29	(1.39)	2.26	(1.35)
Having to take orders from someone who does not know as much as you do	3.03	(1.49)*	3.29	(1.46)	2.29	(1.34)	2.87	(1.49)

[a] 1 = very likely to exist or occur; 5 = very unlikely to exist or occur.

[b] Standard deviation.

[c] Male-Female difference significant by t-test.

TABLE 6-11. MEAN IMPORTANCE RATINGS OF LIFE GOALS

LIFE GOAL	SAMPLE							
	NPS MALES (N = 1478)		NPS FEMALES (N = 1485)		VETERANS (N = 1486)		TOTAL (N = 4449)	
Getting the opportunity to put my talents to work	1.38[a]	(0.68)[b]	1.43	(0.76)	1.34	(0.67)	1.38	(0.71)
Obtaining a good second source of income	1.90	(1.12)	1.88	(1.12)	2.14	(1.21)	1.98	(1.16)
Participating in activities that are exciting and adventurous	1.68	(0.87)	1.63	(0.81)	1.85	(0.96)	1.72	(0.89)
The opportunity to serve my country	2.15	(1.09)*[c]	2.27	(1.14)	2.38	(1.21)	2.26	(1.15)
Doing work that is challenging	1.53	(0.75)	1.46	(0.71)	1.45	(0.69)	1.48	(0.72)
Making good friends	1.32	(0.59)*	1.22	(0.50)	1.41	(0.71)	1.32	(0.61)
Developing a sense of discipline	1.64	(0.91)	1.55	(0.85)	1.78	(1.03)	1.66	(0.94)
Working for a better society	1.52	(0.81)	1.40	(0.66)	1.51	(0.78)	1.48	(0.76)
The opportunity to serve my community	1.85	(0.88)*	1.73	(0.79)	1.90	(0.87)	1.83	(0.85)
Being with others who are like myself	1.69	(0.90)	1.64	(0.85)	1.88	(1.00)	1.74	(0.93)
Gaining recognition and status	2.03	(1.14)*	2.23	(1.21)	2.25	(1.20)	2.17	(1.19)
Learning a new trade or specialty	1.91	(1.09)	1.91	(1.06)	2.10	(1.14)	1.98	(1.10)
Being able to see how I stack up in competition with others	2.01	(1.17)*	2.37	(1.28)	2.18	(1.20)	2.19	(1.22)
Learning new and unusual skills	1.80	(0.92)	1.77	(0.90)	1.93	(0.98)	1.83	(0.94)
Learning leadership skills	1.88	(1.03)*	2.08	(1.14)	1.99	(1.10)	1.98	(1.09)
Meeting new kinds of people	1.72	(0.86)*	1.53	(0.74)	1.84	(0.90)	1.70	(0.85)

[a] 1 = very important; 5 = very unimportant.

[b] Standard deviation.

[c] Male-Female difference significant by t-test.

TABLE 6-12. MEAN RATINGS OF RELATIVE ACHIEVABILITY OF LIFE GOALS IN NATIONAL GUARD/RESERVE

LIFE GOAL	SAMPLE							
	NPS MALES (N = 1460)		NPS FEMALES (N = 1460)		VETERANS (N = 1455)		TOTAL (N = 4375)	
Getting the opportunity to put my talents to work	3.59[a]	(1.31)[b]	3.69	(1.29)	3.78	(1.22)	3.69	(1.28)
Obtaining a good second source of income	3.56	(1.36)	3.56	(1.34)	3.75	(1.26)	3.62	(1.32)
Participating in activities that are exciting and adventurous	3.00	(1.45)	3.04	(1.45)	3.27	(1.40)	3.11	(1.44)
The opportunity to serve my country	2.09	(1.30)	2.02	(1.29)	2.22	(1.34)	2.11	(1.32)
Doing work that is challenging	3.34	(1.44)	3.22	(1.49)	3.62	(1.33)	3.39	(1.43)
Making good friends	3.40	(1.36)	3.50	(1.34)	3.51	(1.28)	3.47	(1.33)
Developing a sense of discipline	2.38	(1.40)	2.35	(1.41)	2.69	(1.42)	2.47	(1.42)
Working for a better society	2.90	(1.42)	2.72	(1.45)	3.25	(1.34)	2.96	(1.42)
The opportunity to serve my community	2.91	(1.43)	2.89	(1.44)	3.24	(1.36)	3.01	(1.42)
Being with others who are like myself	3.53	(1.35)	3.56	(1.34)	3.66	(1.23)	3.59	(1.31)
Gaining recognition and status	3.18	(1.41)	2.98	(1.41)	3.37	(1.34)	3.18	(1.40)
Learning a new trade or specialty	2.94	(1.46)	2.83	(1.49)	3.22	(1.40)	3.00	(1.46)
Being able to see how I stack up in competition with others	2.87	(1.45)	2.77	(1.43)	3.14	(1.39)	2.93	(1.43)
Learning new and unusual skills	2.72	(1.42)	2.67	(1.44)	3.07	(1.42)	2.82	(1.44)
Learning leadership skills	2.44	(1.36)	2.43	(1.40)	2.60	(1.39)	2.49	(1.39)
Meeting new kinds of people	2.86	(1.44)	2.87	(1.50)	2.97	(1.42)	2.90	(1.46)

[a] 1 = Guard/Reserve much more likely to offer ...; 5 = another part-time job or activity much more likely to offer ....

[b] Standard deviation.

TABLE 6-13. MEAN RELATIVE ACHIEVABILITY OF LIFE GOALS, WEIGHTED BY IMPORTANCE

LIFE GOAL	SAMPLE							
	NPS MALES (N = 1441)		NPS FEMALES (N = 1450)		VETERANS (N = 1441)		TOTAL (N = 4332)	
Getting the opportunity to put my talents to work	-2.72[a]	(6.20)[b]	-3.16	(6.08)	-3.64	(5.81)	-3.17	(6.04)
Obtaining a good second source of income	-2.17	(6.02)	-2.20	(5.92)	-2.80	(5.34)	-2.39	(5.77)
Participating in activities that are exciting and adventurous	0.10	(6.50)	-0.14	(6.55)	-1.14	(6.16)	-0.39	(6.43)
The opportunity to serve my country	3.79	(5.28)	3.86	(5.17)	3.07	(5.31)	3.58	(5.26)
Doing work that is challenging	-1.42	(6.69)*[c]	-0.99	(6.94)	-2.85	(6.29)	-1.75	(6.69)
Making good friends	-1.85	(6.50)	-2.38	(6.50)	-2.33	(6.11)	-2.19	(6.38)
Developing a sense of discipline	2.83	(6.39)	2.97	(6.48)	1.44	(6.41)	2.41	(6.47)
Working for a better society	0.50	(6.61)*	1.31	(6.84)	-1.09	(6.25)	0.24	(6.64)
The opportunity to serve my community	0.49	(6.23)	0.56	(6.40)	-0.92	(5.89)	0.04	(6.21)
Being with others who are like myself	-2.23	(6.15)	-2.44	(6.14)	-2.75	(5.44)	-2.47	(5.92)
Gaining recognition and status	-0.54	(6.10)*	0.09	(5.80)	-1.31	(5.48)	-0.58	(5.83)
Learning a new trade or specialty	0.44	(6.33)*	0.85	(6.44)	-0.76	(5.86)	0.18	(6.25)
Being able to see how I stack up in competition with others	0.70	(6.26)	0.84	(5.72)	-0.49	(5.81)	0.35	(5.96)
Learning new and unusual skills	1.37	(6.28)	1.55	(6.38)	-0.24	(6.13)	0.90	(6.32)
Learning leadership skills	2.38	(5.96)	2.28	(5.88)	1.70	(6.00)	2.12	(5.95)
Meeting new kinds of people	0.76	(6.45)	0.63	(6.91)	0.15	(6.23)	0.51	(6.54)

[a] Scale runs from -10 to 10. Score = (6 - importance rating) x (3 - relative achievability). This formula gives greatest weight to most important life goals: it also scales greater relative achievability in the National Guard/Reserve positively, and lesser achievability, negatively.

[b] Standard deviation.

[c] Male-Female difference significant by t-test.

Differences between samples may be somewhat easier to see when the means are portrayed in graphic form. These figures are presented in the same order as the tables of means and standard deviations.

- Attitudes related to military components and functions, Figure 6-1
- Attitudes related to transition to young adulthood, Figure 6-2
- Attitudes related to women in the military, Figure 6-3
- Likelihood of situations occurring in the Guard/Reserve, Figure 6-4
- Importance of life goals, Figure 6-5
- Relative achievability of life goals in the Guard/Reserve, Figure 6-6
- Relative achievability of life goals, weighted by importance, Figure 6-7

FIGURE 6-1. AGREEMENT WITH STATEMENTS PERTAINING TO MILITARY -- ALL SAMPLES

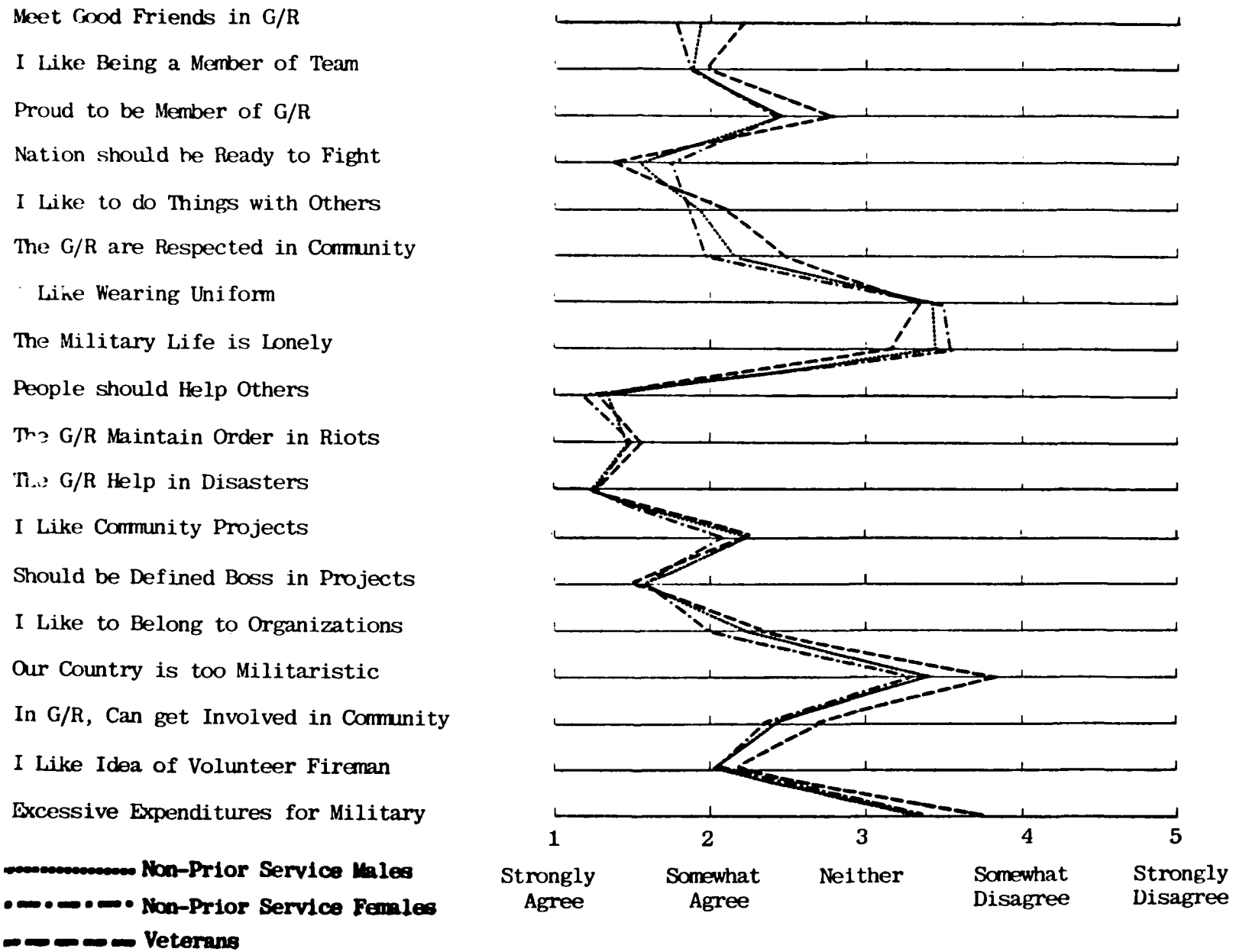


FIGURE 6-2. AGREEMENT WITH STATEMENTS PERTAINING TO TRANSITION TO YOUNG ADULTHOOD -- ALL SAMPLES

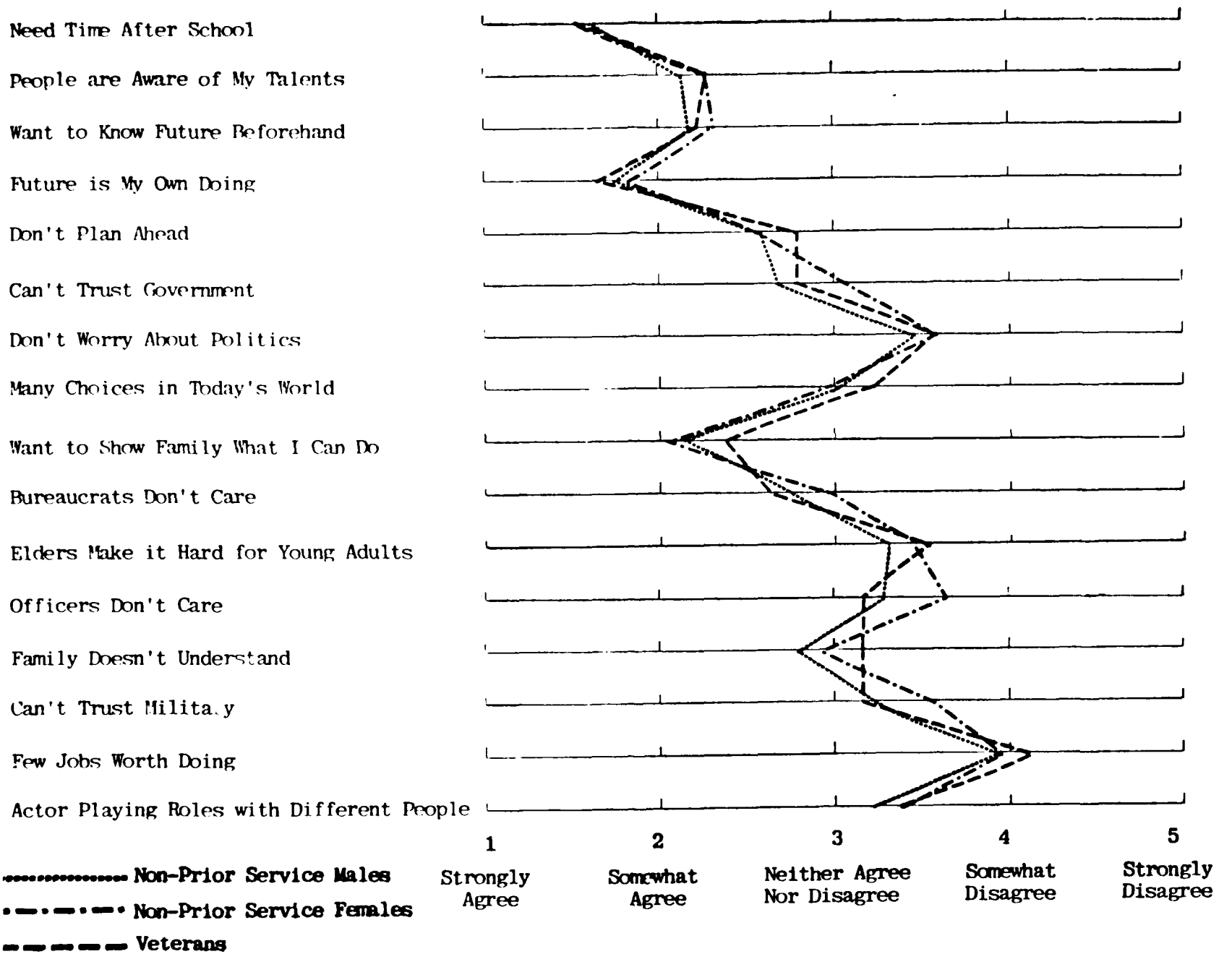


FIGURE 6-3. AGREEMENT WITH STATEMENTS PERTAINING TO WOMEN IN THE MILITARY -- ALL SAMPLES

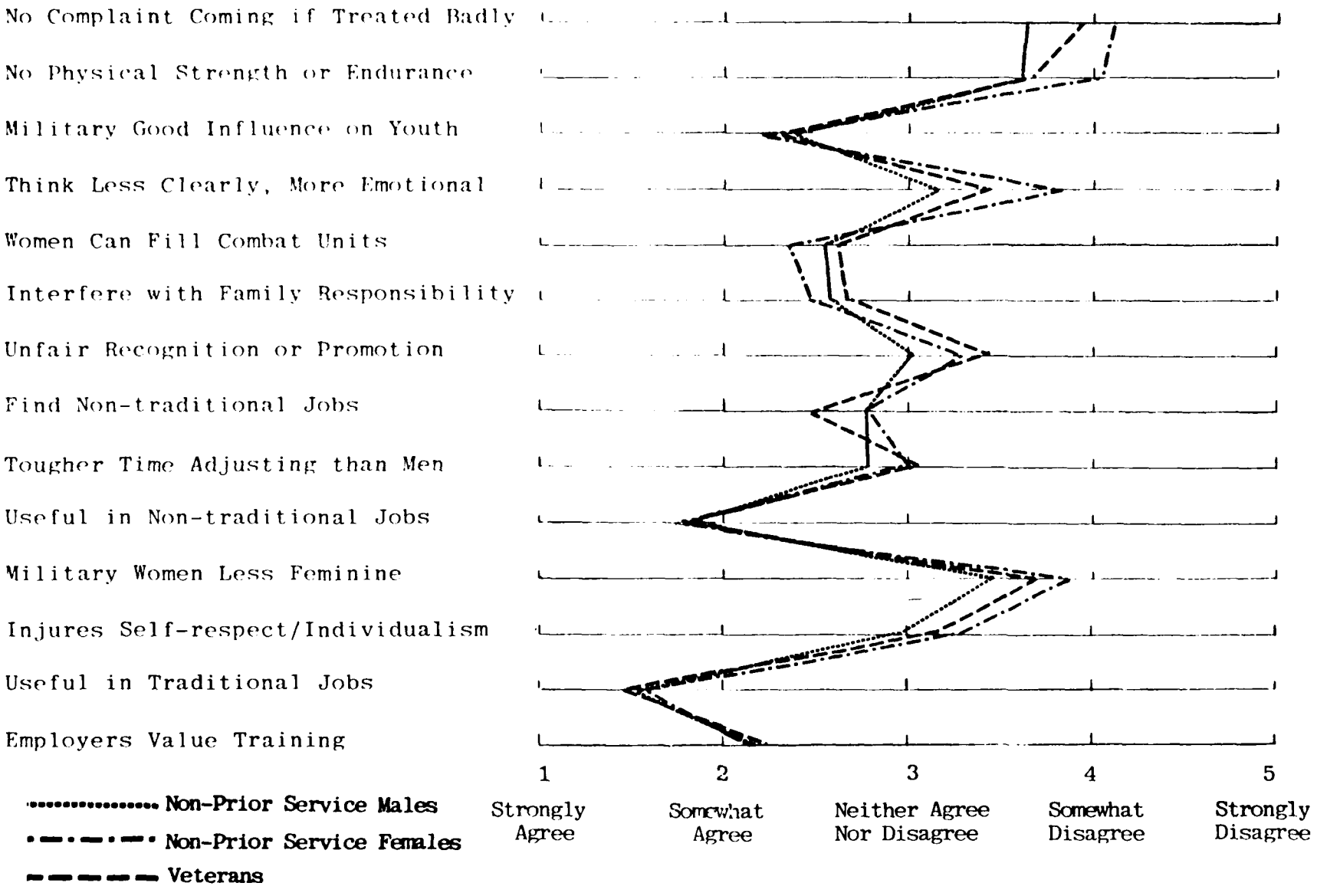


FIGURE 6-4. POSSIBLE SITUATIONS IN THE GUARD/RESERVE AND THEIR LIKELIHOOD OF OCCURRENCE -- ALL SAMPLES

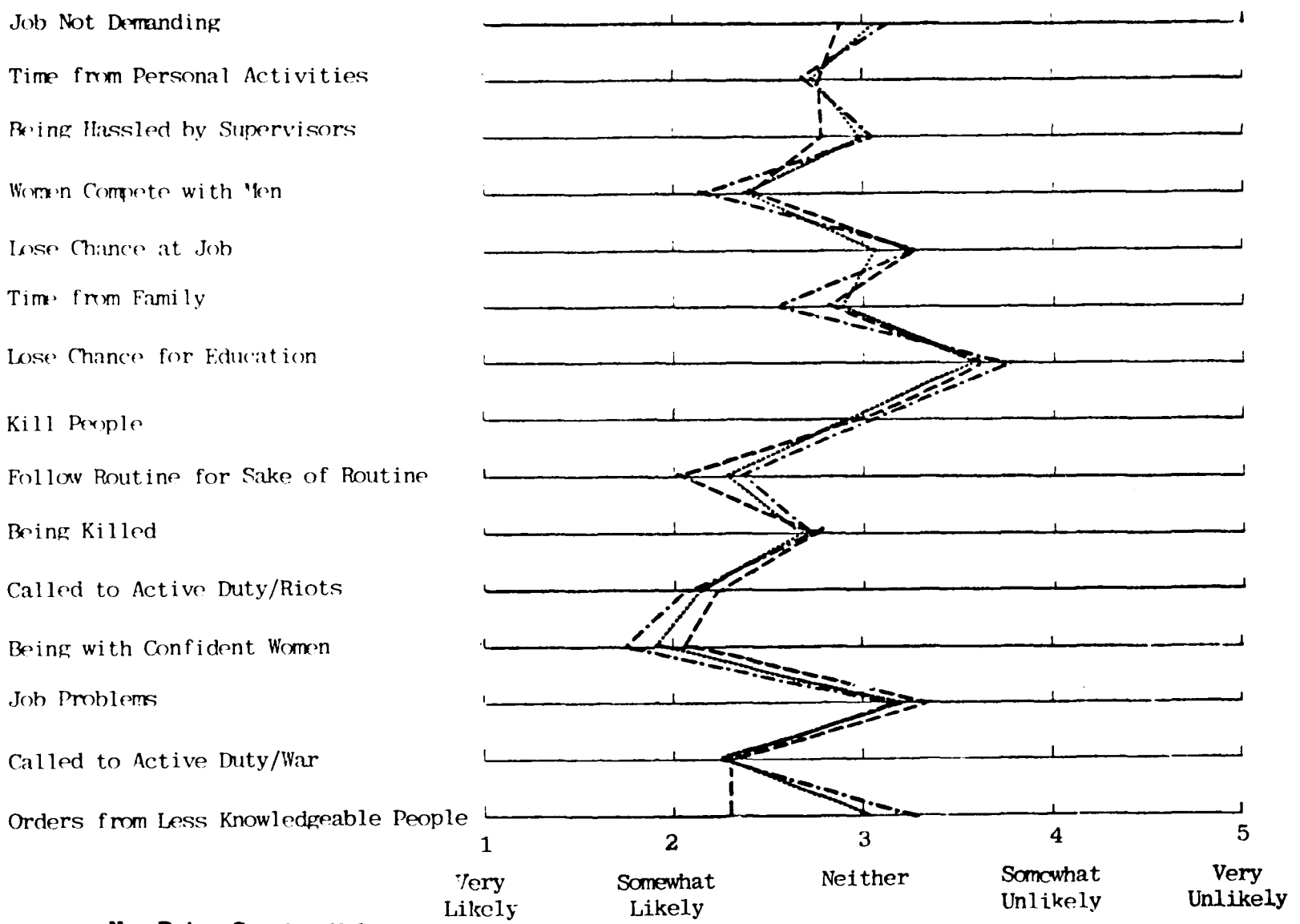


FIGURE 6-5. IMPORTANCE OF LIFE GOALS -- ALL SAMPLES

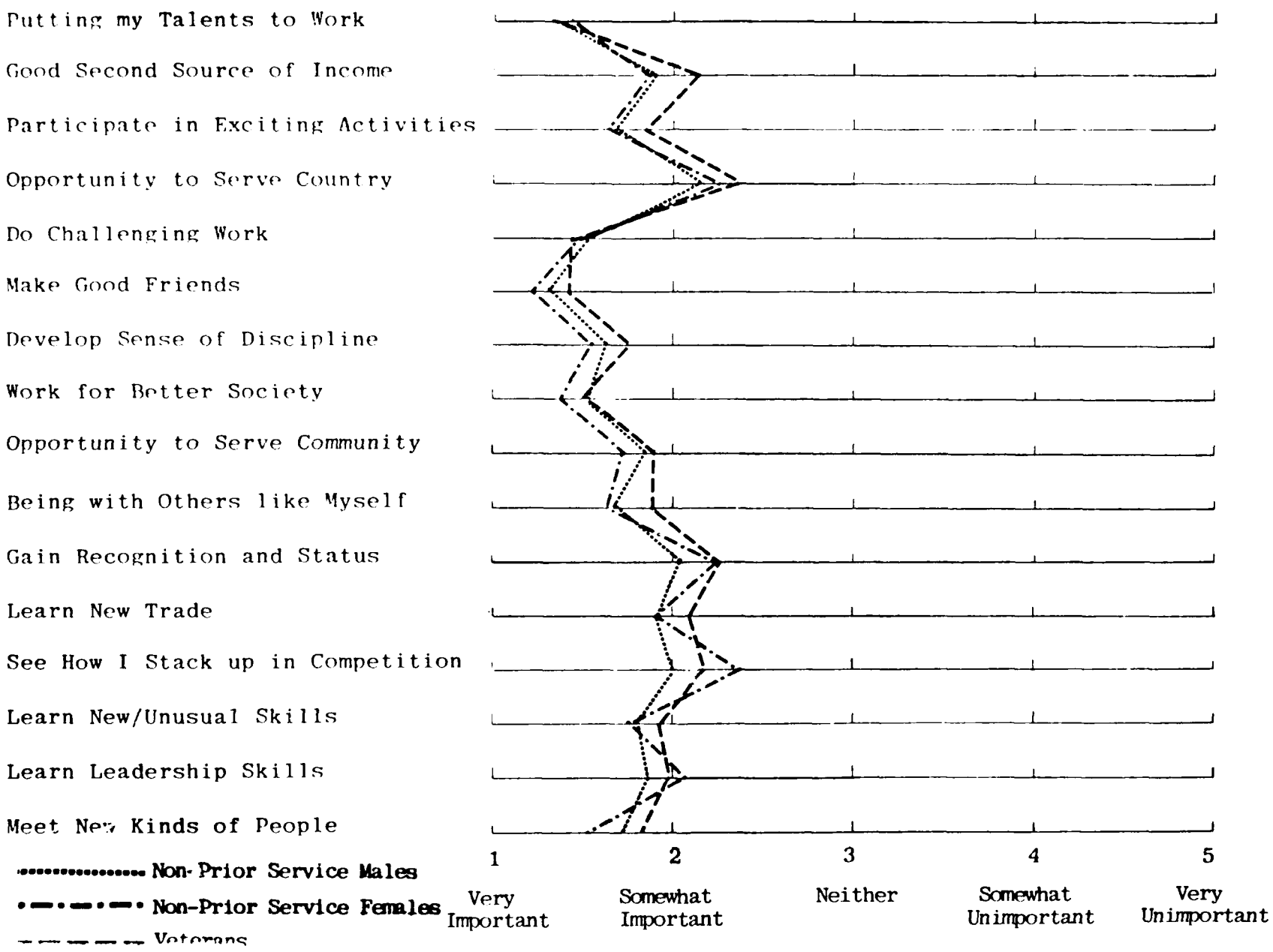


FIGURE 6-6. ACHIEVABILITY OF LIFE GOALS IN THE GUARD/RESERVE VERSUS IN SOME OTHER PART-TIME JOB OR ACTIVITY -- ALL SAMPLES

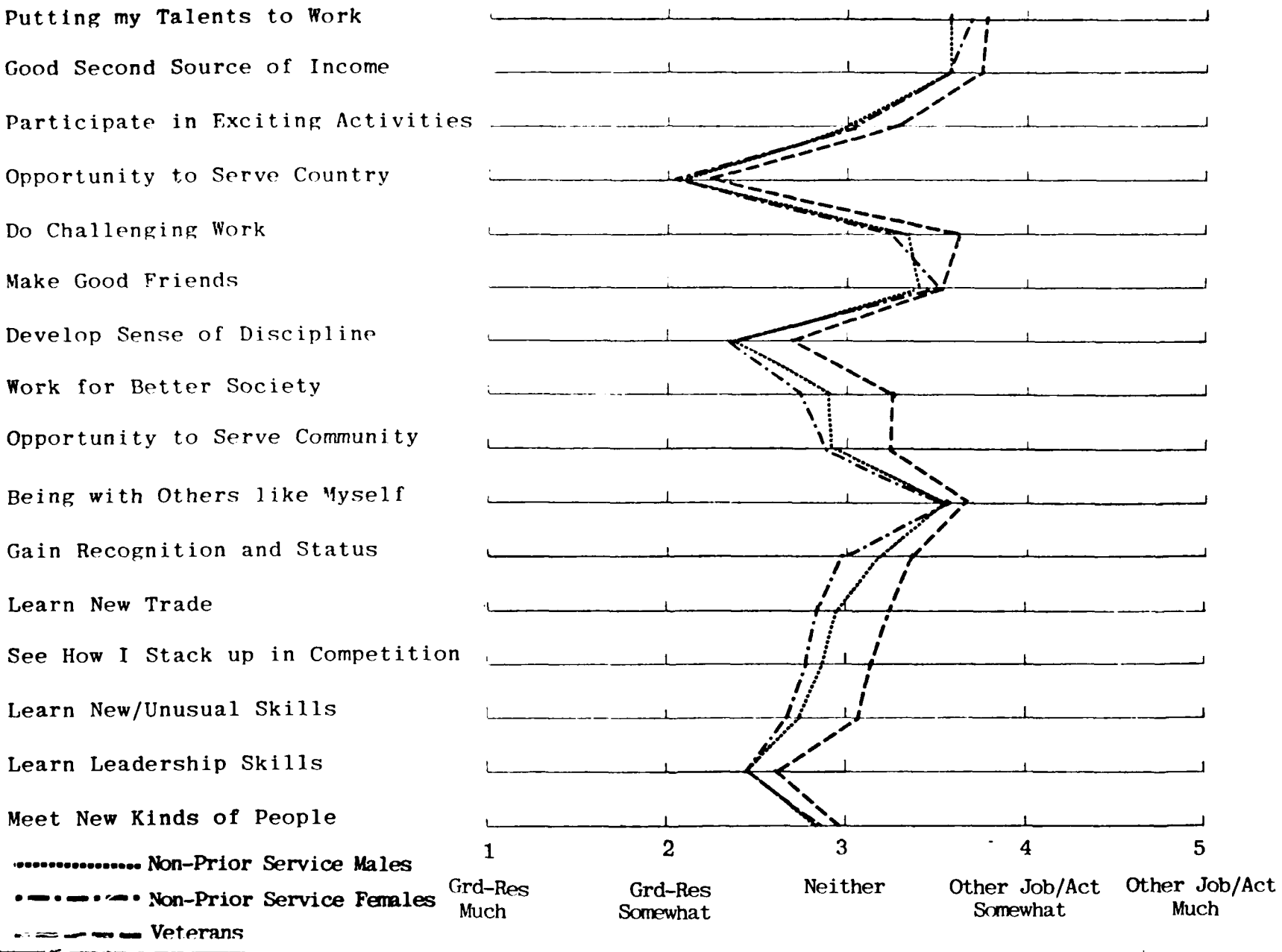
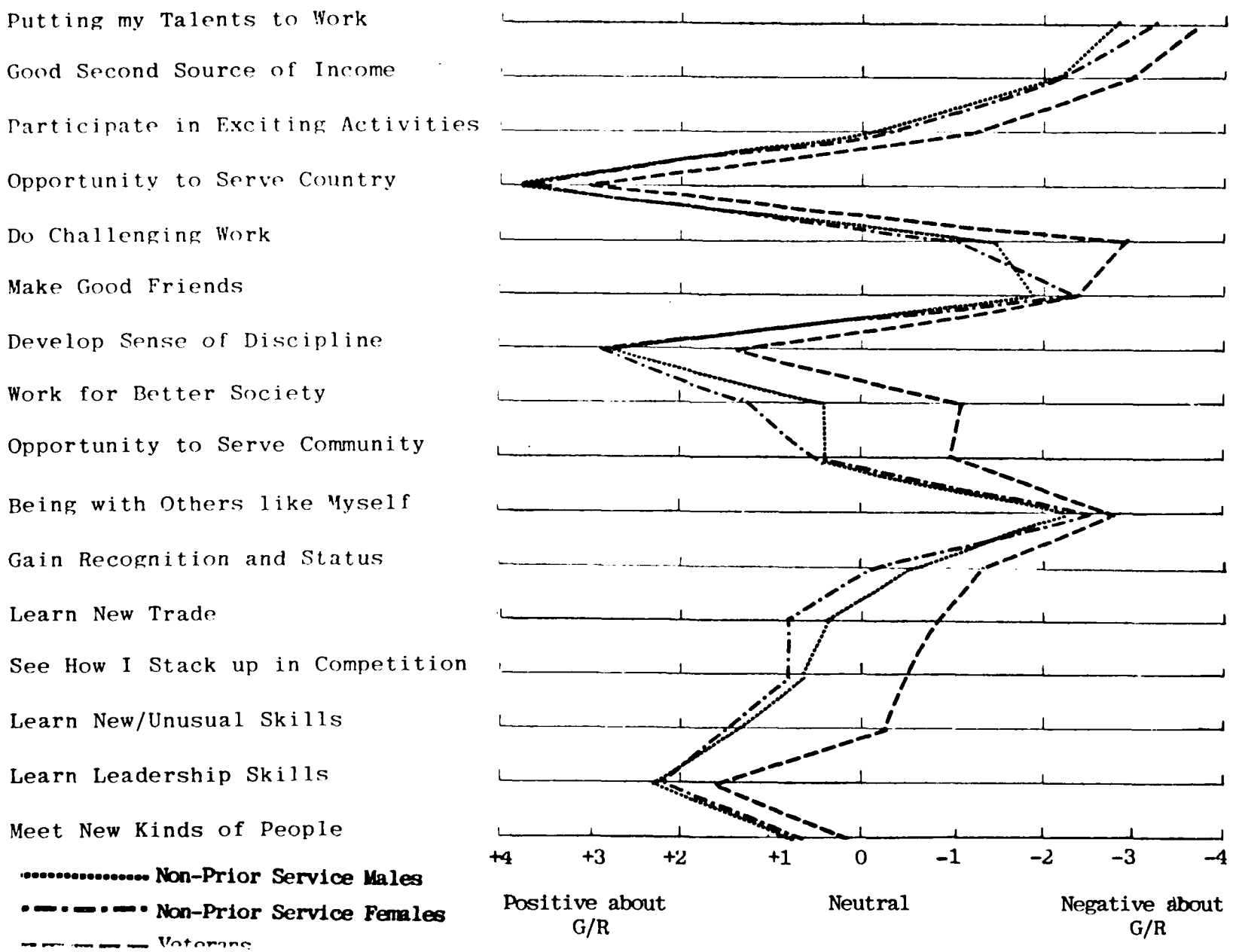


FIGURE 6-7. ACHIEVABILITY OF LIFE GOALS IN THE GUARD/RESERVE WEIGHTED BY IMPORTANCE TO RESPONDENT -- ALL SAMPLES



The means and standard deviations of items in several other data sets may be presented at this point, though their further analysis will be discussed later. Once again, the data are given for each sample and for the three samples combined.

- Agreement with statements characterizing military components
  - .. The Active Military, Table 6-14
  - .. The National Guard, Table 6-15[1]
  - .. The Reserves, Table 6-16[1]
- Scores on components of the general propensity measure, Table 6-17
- Favorability toward options for fulfilling a possible National Service Requirement, and toward the requirement itself, Table 6-18

Graphic displays of the sample means on statements characterizing military components and the sample means on National Service items have already been presented in Volume I.

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[1] These items were asked in only one form of the questionnaire.

TABLE 6-14. MEAN AGREEMENT WITH STATEMENTS REGARDING THE ACTIVE MILITARY

STATEMENT	SAMPLE							
	NPS MALES (N = 1460)		NPS FEMALES (N = 1474)		VETERANS (N = 1486)		TOTAL (N = 4420)	
Provides community services	2.26[a]	(1.08)[b]	2.11	(0.90)	2.35	(1.13)	2.24	(1.05)
Offers good training	1.69	(0.87)	1.57	(0.77)	1.95	(1.11)	1.74	(0.94)
Offers travel and other exciting opportunities	1.75	(0.94)	1.60	(0.85)	1.93	(1.15)	1.76	(1.00)
Offers a place only for "losers"	4.06	(1.27)	4.27	(1.16)	4.02	(1.32)	4.12	(1.26)
Offers important benefits to the individual	1.70	(0.87)	1.57	(0.75)	1.73	(1.03)	1.66	(0.89)
Offers challenging work	1.72	(0.88)	1.61	(0.81)	2.10	(1.20)	1.81	(1.00)
Gives you discipline	1.42	(0.74)	1.38	(0.70)	1.75	(1.05)	1.52	(0.86)
Requires committing a great deal of one's life	2.08	(1.23)	2.01	(1.13)	2.01	(1.23)	2.04	(1.20)
Needed in today's world	1.65	(1.00)	1.59	(0.87)	1.45	(0.86)	1.56	(0.92)
Is filled with war-like people	3.24	(1.45)	3.60	(1.41)	3.52	(1.41)	3.46	(1.43)
Requires hard work	1.75	(0.95)	1.64	(0.84)	2.35	(1.27)	1.92	(1.08)

[a] 1 = very true of the Active Military; 5 = not at all true of the Active Military.

[b] Standard deviation.

TABLE 6-15. MEAN AGREEMENT WITH STATEMENTS REGARDING THE NATIONAL GUARD

STATEMENT	SAMPLE							
	NPS MALES (N = 725)		NPS FEMALES (N = 739)		VETERANS (N = 685)		TOTAL (N = 2149)	
Provides community services	1.77[a]	(0.85)[b]	1.80	(0.90)	1.90	(0.92)	1.82	(0.89)
Offers good training	1.66	(0.80)	1.52	(0.71)	2.13	(1.01)	1.76	(0.88)
Offers travel and other exciting opportunities	2.19	(1.15)	1.85	(1.01)	2.67	(1.20)	2.23	(1.17)
Offers a place only for "losers"	4.10	(1.22)	4.22	(1.18)	4.16	(1.15)	4.16	(1.19)
Offers important benefits to the individual	1.76	(0.78)	1.61	(0.72)	1.98	(0.95)	1.78	(0.83)
Offers challenging work	1.79	(0.93)	1.62	(0.81)	2.28	(1.11)	1.89	(0.99)
Gives you discipline	1.67	(0.92)	1.51	(0.77)	2.22	(1.16)	1.79	(1.00)
Requires committing a great deal of one's life	2.52	(1.37)	2.36	(1.25)	2.95	(1.35)	2.61	(1.35)
Needed in today's world	1.73	(1.02)	1.63	(0.91)	1.65	(0.91)	1.67	(0.95)
Is filled with war-like people	3.54	(1.43)	3.75	(1.41)	3.91	(1.26)	3.73	(1.38)
Requires hard work	1.95	(1.06)	1.80	(0.93)	2.65	(1.28)	2.12	(1.16)

[a] 1 = very true of the National Guard; 5 = not at all true of the National Guard.

[b] Standard deviation.

TABLE 6-16. MEAN AGREEMENT WITH STATEMENTS REGARDING THE RESERVES

STATEMENT	SAMPLE							
	NPS MALES (N = 730)		NPS FEMALES (N = 725)		VETERANS (N = 705)		TOTAL (N = 2160)	
Provides community services	1.95[a]	(0.94)[b]	1.87	(0.91)	2.08	(0.98)	1.97	(0.95)
Offers good training	1.70	(0.82)	1.52	(0.65)	2.12	(1.01)	1.78	(0.87)
Offers travel and other exciting opportunities	2.18	(1.16)	1.99	(1.10)	2.53	(1.22)	2.23	(1.18)
Offers a place only for "losers"	4.07	(1.24)	4.25	(1.17)	4.14	(1.17)	4.15	(1.20)
Offers important benefits to the individual	1.80	(0.89)	1.66	(0.73)	1.95	(0.89)	1.80	(0.85)
Offers challenging work	1.81	(0.93)	1.67	(0.79)	2.30	(1.15)	1.92	(1.00)
Gives you discipline	1.63	(0.85)	1.60	(0.84)	2.40	(1.29)	1.87	(1.08)
Requires committing a great deal of one's life	2.71	(1.41)	2.61	(1.41)	3.04	(1.36)	2.78	(1.41)
Needed in today's world	1.79	(1.03)	1.66	(0.88)	1.75	(1.00)	1.74	(0.97)
Is filled with war-like people	3.72	(1.39)	3.83	(1.37)	3.87	(1.28)	3.80	(1.35)
Requires hard work	2.08	(1.12)	1.80	(0.96)	2.78	(1.32)	2.22	(1.21)

[a] 1 = very true of the Reserves; 5 = not at all true of the Reserves.

[b] Standard deviation.

TABLE 6-17. MEAN SCORES ON COMPONENTS OF GENERAL PROPENSITY MEASURE

COMPONENT	SAMPLE							
	NPS MALES (N = 1437)		NPS FEMALES (N = 1455)		VETERANS (N = 1468)		TOTAL (N = 4360)	
Standard Guard/Reserve propensity	3.14[a]	(0.86)[b]	3.48	(0.76)	3.33	(0.84)	3.32	(0.84)
Propensity toward active forces	3.37	(0.75)	3.64	(0.63)	3.63	(0.65)	3.55	(0.69)
Guard/Reserve propensity, if six years	3.31	(0.75)	3.49	(0.69)	3.56	(0.64)	3.45	(0.70)
Guard/Reserve propensity, if four years	3.15	(0.84)	3.37	(0.77)	3.47	(0.72)	3.33	(0.79)
Guard/Reserve propensity, if two years	2.83	(0.95)	3.05	(0.93)	3.16	(0.92)	3.02	(0.94)
Guard/Reserve propensity, if one year	2.69	(1.01)	2.87	(1.02)	3.03	(0.99)	2.86	(1.02)
Active Military propensity, if National Service required	3.02[c]	(1.44)	3.47	(1.41)	2.89	(1.49)	3.13	(1.47)
Guard/Reserve propensity, if National Service required	2.83	(1.34)	3.03	(1.34)	3.10	(1.35)	2.99	(1.35)
Total	24.33	(5.71)	26.39	(5.49)	26.18	(5.45)	25.64	(5.63)
Reliability of total score[d]	.85		.85		.84			

[a] 1 = definitely serve/enlist; 4 = definitely not serve/enlist.

[b] Standard deviation.

[c] 1 = very much like to serve with; 5 = strongly dislike to serve with.

[d] Cronbach's alpha.

TABLE 6-18. MEAN FAVORABILITY TOWARD CHOICES FOR FULFILLING POSSIBLE NATIONAL SERVICE REQUIREMENT, AND TOWARD SUCH A REQUIREMENT ITSELF

CHOICE	SAMPLE							
	NPS MALES (N = 1488)		NPS FEMALES (N = 1489)		VETERANS (N = 1496)		TOTAL (N = 4473)	
Peace Corps/Vista	2.97[a]	(1.35)[b]	2.53	(1.28)	2.90	(1.38)	2.80	(1.35)
Active Military Forces	3.00	(1.44)	3.45	(1.41)	2.88	(1.49)	3.11	(1.47)
Hospitals/old peoples' homes	3.33	(1.41)	2.21	(1.29)	3.25	(1.40)	2.93	(1.46)
National Guard/Reserves	2.81	(1.33)	3.01	(1.33)	3.09	(1.35)	2.97	(1.34)
United Way Agencies	2.69	(1.31)	2.13	(1.11)	2.73	(1.28)	2.52	(1.26)
National Service requirement	3.32[c]	(1.42)	3.32	(1.35)	2.63	(1.52)	3.09	(1.47)

[a] 1 = very much like to serve with; 5 = strongly dislike to serve with.

[b] Standard deviation.

[c] 1 = strongly in favor; 5 = strongly opposed.

6.2 Factor Analyses

The sets of attitudinal items were factor analyzed in order to reduce the potential predictors of enlistment propensity to a manageable number of variables of known reliability. To ensure further the interpretability of the resulting factors and to guard against over-analysis of the correlation matrices, several intermediary steps were followed in developing the final set of explanatory factors.

First, independent principal axis factor analyses were performed on the data from each form of the questionnaire in each sample, using unities as initial commonality estimates. (For those item sets asked in only one form of the questionnaire, the subgroups were split in random halves, based on identification numbers. The size of each resulting analysis group was still far in excess of the usual recommendation of ten respondents per item. In all other respects, the analyses of all item sets were identical.)

Second, a subset of factors was chosen for varimax rotation in each set of items, dependent upon the determinant of the correlation matrix, the composition of the principal axis factors, the size of their eigenvalues, and the pattern of eigenvalue falloff. The resulting varimax factors were then inspected visually across subsamples within a sample, for interpretability and comparability. The comparability of the structures was also assessed objectively, using Schoenemann's criterion, tr(E'E), where E is the p x f matrix of minimized discrepancies between factor score coefficients generated from the two groups. The absolute values of Schonemann's criterion are not readily interpreted, however. Therefore, a similarity index suggested by Gleason was also calculated. This index is $tr(A'B^*)/\left[tr(A'A)\ tr(B^{*\prime}B^*)\right]^{\frac{1}{2}}$,

where A and B are the p x f coefficient matrices of the subgroups, and B* is the B matrix, rotated so as to minimize tr(E'E).[1] Where comparability seemed lacking, the number of candidates for factor interpretation was reduced and the analysis redone.

Third, where comparability of factor structures was obtained, the subgroups were combined. New factor analyses of the overall sample data were then developed, using the number of factors identified in the subgroups as the criterion for cutting and rotation.[2] The resulting factor structures were then compared across samples.

The comparability of factor structures for those attitude item sets requiring more than a single explanatory factor is shown in Tables 6-19 to 6-23.[3] In each table, Schonemann's criterion scores are given as the distance index, below the main diagonal, and similarity scores are given above the main diagonal.

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[1] The definition of this index is strictly comparable to that of a correlation. However, the values obtained in practice should be scrutinized carefully. Values above .95 are to be expected from highly comparable data sets. Values below .90 should lead to the suspicion of important differences between the matrices. These differences can be identified by decomposition of the overall distance index.

[2] This criterion resulted in occasional differences in the number of factors reported for each sample, and relatively poor comparability index scores. It is defensible both in terms of its essential conservatism and on the practical ground that subsidiary analyses attempting to match the number of factors across samples did not yield perceptibly clearer and more comparable structures.

[3] The comparability of single factor structures will be readily apparent from visual inspection of the factor loadings of the first principal axis factors in the appropriate tables below.

TABLE 6-19. COMPARABILITY OF FACTOR STRUCTURES, RATINGS OF ATTITUDE STATEMENTS REGARDING MILITARY COMPONENTS AND FUNCTIONS

		SIMILARITY INDEX[a]		
	SAMPLE[b,c]	NPS MALES	NPS FEMALES	VETERANS
DISTANCE INDEX[a]	NPS MALES	.93 1.25	.96	.97
	NPS FEMALES	0.69	.97 0.50	.95
	VETERANS	0.57	0.83	.93 1.13

[a] See text for definitions.

[b] Diagonal entries, comparability across forms within a sample. Off-diagonal entries, comparability across samples.

[c] Four factors for each sample.

TABLE 6-20. COMPARABILITY OF FACTOR STRUCTURES, RATINGS OF ATTITUDE STATEMENTS REGARDING TRANSITION TO YOUNG ADULTHOOD

		SIMILARITY INDEX[a]		
	SAMPLE[b,c]	NPS MALES	NPS FEMALES	VETERANS
DISTANCE INDEX[a]	NPS MALES	.91 1.15	.97	.96
	NPS FEMALES	0.37	.91 1.13	.96
	VETERANS	0.54	0.56	.93 0.91

[a] See text for definitions.

[b] Diagonal entries, comparability across factors within a sample. Off-diagonal entries, comparability across samples.

[c] Three factors for each sample.

TABLE 6-21. COMPARABILITY OF FACTOR STRUCTURES, RATINGS OF ATTITUDE STATEMENTS REGARDING WOMEN IN THE MILITARY

		SIMILARITY INDEX[a]		
	SAMPLE[b,c]	NPS MALES	NPS FEMALES	VETERANS
DISTANCE INDEX[a]	NPS MALES	.92 0.69	.86	.83
	NPS FEMALES	1.51	.95 0.59	.95
	VETERANS	1.65	0.51	.96 0.45

[a] See text for definitions.

[b] Diagonal entries, comparability across forms within a sample. Off-diagonal entries, comparability across samples.

[c] Three factors for NPS females and for Veterans; two factors for NPS males.

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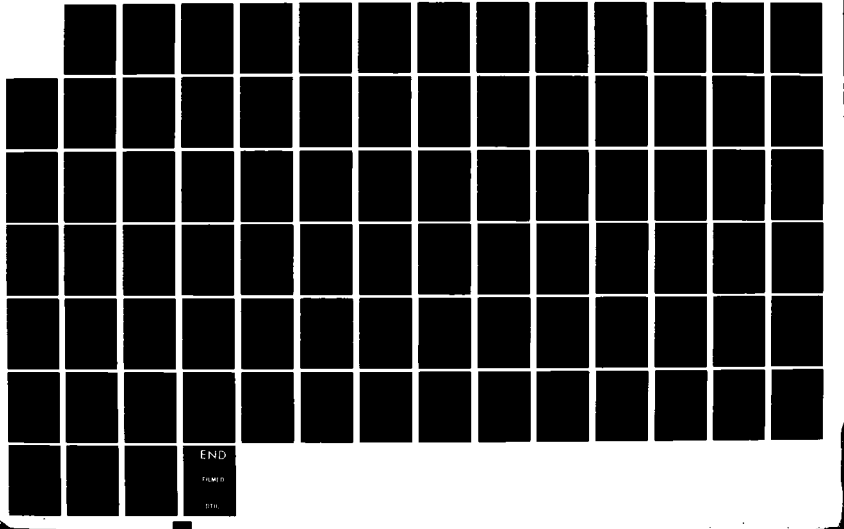

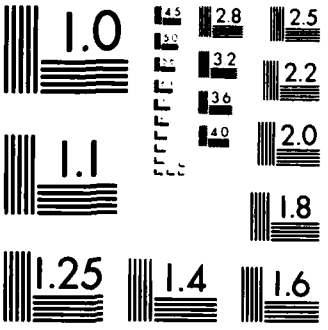

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TABLE 6-22. COMPARABILITY OF FACTOR STRUCTURES, RATINGS OF LIKELIHOOD OF SITUATIONS OCCURRING IN THE NATIONAL GUARD OR RESERVES

		SIMILARITY INDEX[a]		
	SAMPLE[b,c]	NPS MALES	NPS FEMALES	VETERANS
DISTANCE INDEX[a]	NPS MALES	.96 0.72	.81	.95
	NPS FEMALES	2.80	.92 1.21	.83
	VETERANS	0.76	2.65	.97 0.46

[a] See text for definitions.

[b] Diagonal entries, comparability across forms within a sample. Off-diagonal entries, comparability across samples.

[c] Four factors for NPS males and for Veterans; three factors for NPS females.

TABLE 6-23. COMPARABILITY OF FACTOR STRUCTURES, RATINGS OF NATIONAL SERVICE CHOICES

		SIMILARITY INDEX[a]		
	SAMPLE[b,c]	NPS MALES	NPS FEMALES	VETERANS
DISTANCE INDEX[a]	NPS MALES	1.00 0.01	1.00	1.00
	NPS FEMALES	0.01	1.00 0.03	0.99
	VETERANS	0.02	0.05	1.00 0.01

[a] See text for definitions.

[b] Diagonal entries, comparability across forms within a sample. Off-diagonal entries, comparability across samples.

[c] Two factors for each sample.

The sets of items on the attributes of military components, the components of the general propensity score, and the options for fulfilling a possible National Service Requirement were also factor analyzed in order to compress the data into a smaller number of manageable, reliable, and interpretable variables. The attributes data failed to yield comparable and interpretable factors, and will be discussed at greater length in a special section. The components of the general propensity score yielded a single factor in each sample, hence their comparability is not presented here. The comparability of factor structures for the choices among National Service options is shown in Table 6-23.

The resulting factor loadings are shown in the next set of tables. Wherever possible, the factors are presented in varimax-rotated form. There are some differences across samples in the amounts of variance accounted for by similar factors, and thus the order in which they are displayed. For the most part, however, the patterns of loadings in these matrices are highly similar and are readily interpretable.

Some varimax-rotated factor loading matrices did not seem to offer simple structure or to allow similar interpretations across samples. In these instances, a series of oblimax rotations were attempted to achieve these goals. A final choice of factor patterns was then made by visual inspection.

The following tables present the factor patterns of the attitudinal items, the components of the general propensity measure, and the options for National Service. (Again, the attributes of military components did not yield clear factor structures. Those data will be discussed later in this chapter.) Where orthogonal factors are tabled, the eigenvalues of the individual factors and the percent of the total variance for which each accounts is also given. In addition, the reliability of the resulting factor score is given in each of these cases.[1] Where oblique factors were used, the inter-factor correlations are given, along with the percent of total variance accounted for by the <u>set</u> of factors. Resultant commonalities are also given wherever more than one factor was obtained.

The next pages include factor loadings or factor patterns of:

- Attitudes related to military components and functions
  - NPS males (varimax), Table 6-24
  - NPS females (varimax), Table 6-25
  - Veterans (varimax), Table 6-26

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[1] $\alpha = \frac{p}{p - 1} (1 - \frac{1}{\lambda})$.

TABLE 6-24. FACTOR LOADINGS OF ATTITUDE STATEMENTS REGARDING MILITARY COMPONENTS AND FUNCTIONS, NPS MALES[a]

STATEMENT	FACTOR: BENEFITS OF BEING A MEMBER OF A TEAM	NEED TO BE WITH OTHER PEOPLE	ACCEPTANCE OF THE MILITARY	ACCEPTANCE OF GUARD/ RESERVE TASKS	COMMONALITY
The National Guard or Reserves is a place to meet good friends and to make new and lasting friendships	51[b]	21	-12	13	34
I like being a member of a team	47	39	-19	12	42
I would be proud to be a member of the National Guard or the Reserves	67	26	-26	08	59
A nation should always be ready to fight	31	03	-44	36	42
In my spare time I prefer doing things with others rather than being by myself	03	57	01	19	37
The National Guard and the Reserves are highly respected in my community	64	--	02	27	48
I've always liked the idea of wearing a uniform	59	33	-08	-08	47
The military life is a pretty lonely one	-07	-16	49	11	28
People should give time to help others in need	01	27	15	60	46
The National Guard and Reserves are needed to maintain order in times of civil disturbance and riots	31	06	-16	64	53
The National Guard and the Reserves are needed to help in floods and other such disasters	08	02	-13	72	54
I like to become involved in projects in my community	18	67	-09	09	50
There should always be a clearly defined boss in any project	07	29	-10	38	24

(CONT'D)

TABLE 6-24. (CONT'D)

STATEMENT	FACTOR: BENEFITS OF BEING A MEMBER OF A TEAM	NEED TO BE WITH OTHER PEOPLE	ACCEPTANCE OF THE MILITARY	ACCEPTANCE OF GUARD/ RESERVE TASKS	COMMONALITY
I like to belong to organizations or groups which help me find more interesting things to do than being on my own	17	72	--	11	56
Our country is too militaristic	-05	05	78	-15	64
The National Guard or Reserves offers an opportunity to become involved in projects in my community	67	05	13	09	47
I like the idea of belonging to a group such as volunteer firemen or civil defense which help people when they have trouble	32	58	-06	01	44
It is unnecessary for us to spend billions and billions of dollars each year for military preparations	03	--	75	-12	57
Eigenvalue	2.50	2.20	1.83	1.79	
Percent of total variance	13.9	12.2	10.2	9.9	
Reliability	.64	.58	.48	.47	

[a] Varimax-rotated principal axis factors; unities in diagonal.

[b] Decimal points omitted.

TABLE 6-25. FACTOR LOADINGS OF ATTITUDE STATEMENTS REGARDING MILITARY COMPONENTS AND FUNCTIONS, NPS FEMALES

STATEMENT	FACTOR: BENEFITS OF BEING A MEMBER OF A TEAM	ACCEPTANCE OF GUARD/ RESERVE TASKS	NEED TO BE WITH OTHER PEOPLE	ACCEPTANCE OF THE MILITARY	COMMONALITY
The National Guard or Reserves is a place to meet good friends and make new and lasting friendships	64[b]	12	08	-12	44
I like being a member of a team	55	15	21	-02	37
I would be proud to be a member of the National Guard or the Reserves	60	16	15	-18	44
A nation should always be ready to fight	09	47	14	-25	31
In my spare time I prefer doing things with others rather than being by myself	09	01	65	04	43
The National Guard and the Reserves are highly respected in my community	53	32	09	-02	39
I've always liked the idea of wearing a uniform	46	02	30	-02	30
The military life is a pretty lonely one	-29	09	10	58	44
People should give time to help others in need	15	36	08	-05	16
The National Guard and Reserves are needed to maintain order in times of civil disturbance and riots	18	79	--	-05	66
The National Guard and the Reserves are needed to help in floods and other such disasters	14	76	-05	-04	60
I like to become involved in projects in my community	20	12	64	-06	47
There should always be a clearly defined boss in any project	-03	50	34	--	37

(CONT'D)

TABLE 6-25. (CONT'D)

STATEMENT	FACTOR: BENEFITS OF BEING A MEMBER OF A TEAM	ACCEPTANCE OF GUARD/ RESERVE TASKS	NEED TO BE WITH OTHER PEOPLE	ACCEPTANCE OF THE MILITARY	COMMONALITY
I like to belong to organizations or groups which help me find more interesting things to do than being on my own	20	11	73	-04	59
Our country is too militaristic	04	-13	-04	77	62
The National Guard or Reserves offers an opportunity to become involved in projects in my community	65	03	05	08	43
I like the idea of belonging to a group such as volunteer firemen or civil defense which help people when they have trouble	42	11	46	-01	40
It is unnecessary for us to spend billions and billions of dollars each year for military preparations	03	-21	-07	73	59
Eigenvalue	2.42	2.07	1.92	1.60	
Percent of total variance	13.5	11.5	10.7	8.9	
Reliability	.62	.55	.51	.40	

[a] Varimax-rotated principal axis factors; unities in diagonal.

[b] Decimal points omitted.

TABLE 6-26. FACTOR LOADINGS OF ATTITUDE STATEMENTS REGARDING MILITARY COMPONENTS AND FUNCTIONS, VETERANS[a]

STATEMENT	FACTOR: NEED TO BE WITH OTHER PEOPLE	BENEFITS OF BEING A MEMBER OF A TEAM	ACCEPTANCE OF THE MILITARY	ACCEPTANCE OF GUARD/ RESERVE TASKS	COMMONALITY
The National Guard or Reserves is a place to meet good friends and make new and lasting friendships	26[b]	52	04	01	34
I like being a member of a team	52	33	21	08	43
I would be proud to be a member of the National Guard or the Reserves	33	57	22	04	49
A nation should always be ready to fight	17	01	61	26	46
In my spare time I prefer doing things with others rather than being by myself	67	-02	04	08	46
The National Guard and the Reserves are highly respected in my community	11	69	-05	16	52
I've always liked the idea of wearing a uniform	36	37	21	06	31
The military life is a pretty lonely one	-14	-27	-31	36	32
People should give time to help others in need	25	-06	-04	47	29
The National Guard and Reserves are needed to maintain order in times of civil disturbance and riots	09	27	25	64	55
The National Guard and the Reserves are needed to help in floods and other such disasters	05	20	08	74	60
I like to become involved in projects in my community	65	24	-05	11	50
There should always be a clearly defined boss in any project	16	14	31	44	33

(CONT'D)

TABLE 6-26. (CONT'D)

STATEMENT	FACTOR: NEED TO BE WITH OTHER PEOPLE	BENEFITS OF BEING A MEMBER OF A TEAM	ACCEPTANCE OF THE MILITARY	ACCEPTANCE OF GUARD/ RESERVE TASKS	COMMONALITY
I like to belong to organizations or groups which help me find more interesting things to do than being on my own	73	12	02	09	55
Our country is too militaristic	06	-05	-79	-03	62
The National Guard or Reserves offers an opportunity to become involved in projects in my community	03	72	-02	12	54
I like the idea of belonging to a group such as volunteer firemen or civil defense which help people when they have trouble	59	22	05	10	41
It is unnecessary for us to spend billions and billions of dollars each year for military preparations	-02	-01	-75	-02	56
Eigenvalue	2.50	2.17	1.95	1.66	
Percent of total variance	13.9	12.1	10.9	9.2	
Reliability	.63	.57	.52	.42	

[a] Varimax-rotated principal axis factors; unities in diagonal.

[b] Decimal points omitted.

- Attitudes related to transition to young adulthood
  - .. NPS males (varimax), Table 6-27
  - .. NPS females (varimax), Table 6-28
  - .. Veterans (varimax), Table 6-29
- Attitudes related to women in the military
  - .. NPS males (varimax), Table 6-30
  - .. NPS females (oblimax), Table 6-31
  - .. Veterans (oblimax), Table 6-32
- Likelihood of situations occurring in the Guard/Reserve
  - .. NPS males (oblimax), Table 6-33
  - .. NPS females (varimax), Table 6-34
  - .. Veterans (varimax), Table 6-35
- Importance of life goals (all samples), Table 6-36[1]
- Relative achievability of life goals in the Guard/Reserve (all samples), Table 6-37[1]
- Relative achievability of life goals, weighted by importance (all samples), Table 6-38[1]

They also include factor loadings of:

- Scores on components of the general propensity measure (all samples), Table 6-39[1,2]
- Favorability toward options for fulfilling a possible National Service Requirement (varimax, all samples) Table 6-40

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[1] Only one factor was necessary to describe these items. Its meaning may be interpreted directly as importance, relative achievability, etc.

[2] The total score based on these data was used as the dependent variable in the regression analyses, as will be discussed below. To avoid taking advantage of chance factors in the present data, unity-weighted general propensity scores were used in that analysis instead of factor scores. Hence, reliability scores for the single factor are not shown here. (But see Table 6-17 for reliability estimates, using Cronbach's alpha.)

TABLE 6-27. FACTOR LOADINGS OF ATTITUDE STATEMENTS RELATED TO TRANSITION TO YOUNG ADULTHOOD, NPS MALES[a]

STATEMENT	FACTOR: DISTRUST; CYNICISM	FACTOR: INERTIA; DESIRE TO SHOW ABILITIES	FACTOR: SELF-CONFIDENCE; FUTURE ORIENTATION	COMMONALITY
Young people need some time to find themselves after they finish school	-05[b]	21	57	37
Other people around me seem very much aware of my talents and skills	22	-14	64	47
I want to know beforehand exactly what I'll be doing in the next year or two	-12	20	55	35
What happens to me is my own doing	12	-13	45	23
It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad luck anyhow	24	36	32	29
You can't trust the government, because their policies are always changing	66	14	17	48
It's no use worrying about politics; nobody can do anything about them anyhow	58	20	12	39
There are too many choices a young person has to make in today's world	22	60	13	42
Sometimes I feel the need to show my family what I can do	-07	42	29	26
Politicians and bureaucrats don't care about the people they're supposed to serve	70	--	03	50
Older people make it really hard for young adults to find their position in life	19	60	-08	41
Military officers don't care about the people who have to serve under them	71	19	-09	54
My family sometimes doesn't understand my style of life	09	59	02	35
You can't trust the military because their policies are always changing	65	27	-02	50
There are very few jobs really worth doing	24	55	-04	36
When I have to deal with different people, I feel life an actor playing different roles	09	53	03	28
Eigenvalue	2.48	2.24	1.49	
Percent of total variance	15.5	14.0	9.3	
Reliability	.64	.59	.35	

[a] Varimax-rotated principal axis factors; unities in diagonal.

[b] Decimal point omitted.

TABLE 6-28. FACTOR LOADINGS OF ATTITUDE STATEMENTS RELATED TO TRANSITION TO YOUNG ADULTHOOD, NPS FEMALES[a]

STATEMENT	FACTOR: DISTRUST; CYNICISM	FACTOR: INERTIA; DESIRE TO SHOW ABILITIES	FACTOR: SELF-CONFIDENCE; FUTURE ORIENTATION	COMMONALITY
Young people need some time to find themselves after they finish school	-07[b]	13	57	35
Other people around me seem very much aware of my talents and skills	05	-08	46	22
I want to know beforehand exactly what I'll be doing in the next year or two	-09	24	52	33
What happens to me is my own doing	21	-11	60	41
It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad luck anyhow	18	42	21	26
You can't trust the government, because their policies are always changing	72	15	06	55
It's no use worrying about politics; nobody can do anything about them anyhow	62	28	-02	46
There are too many choices a young person has to make in today's world	20	56	01	35
Sometimes I feel the need to show my family what I can do	-08	48	36	36
Politicians and bureaucrats don't care about the people they're supposed to serve	69	16	04	50
Older people make it really hard for young adults to find their position in life	39	47	-10	38
Military officers don't care about the people who have to serve under them	74	05	01	55
My family sometimes doesn't understand my style of life	03	67	-02	46
You can't trust the military because their policies are always changing	72	15	03	53
There are very few jobs really worth doing	36	55	08	44
When I have to deal with different people, I feel life an actor playing different roles	19	56	-02	35
Eigenvalue	2.89	2.25	1.36	
Percent of total variance	18.1	14.0	8.5	
Reliability	.70	.59	.28	

[a] Varimax-rotated principal axis factors; unities in diagonal.

[b] Decimal points omitted.

TABLE 6-29. FACTOR LOADINGS OF ATTITUDE STATEMENTS RELATED TO TRANSITION TO YOUNG ADULTHOOD, VETERANS[a]

STATEMENT	FACTOR: DISTRUST; CYNICISM	FACTOR: INERTIA; DESIRE TO SHOW ABILITIES	FACTOR: SELF-CONFIDENCE; FUTURE ORIENTATION	COMMONALITY
Young people need some time to find themselves after they finish school	-04[b]	39	29	24
Other people around me seem very much aware of my talents and skills	10	-16	69	51
I want to know beforehand exactly what I'll be doing in the next year or two	-04	20	61	42
What happens to me is my own doing	06	-02	56	32
It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad luck anyhow	27	41	-09	25
You can't trust the government, because their policies are always changing	72	06	10	54
It's no use worrying about politics; nobody can do anything about them anyhow	63	05	05	41
There are too many choices a young person has to make in today's world	37	29	-10	23
Sometimes I feel the need to show my family what I can do	-18	62	28	49
Politicians and bureaucrats don't care about the people they're supposed to serve	69	-06	10	49
Older people make it really hard for young adults to find their position in life	42	34	-15	31
Military officers don't care about the people who have to serve under them	66	13	01	45
My family sometimes doesn't understand my style of life	21	52	-11	33
You can't trust the military because their policies are always changing	72	12	01	53
There are very few jobs really worth doing	44	30	-04	29
When I have to deal with different people, I feel life an actor playing different roles	16	58	02	36
Eigenvalue	3.05	1.70	1.41	
Percent of total variance	19.1	10.6	8.8	
Reliability	.72	.44	.31	

[a] Varimax-rotated principal axis factors; unities in diagonal.

[b] Decimal points omitted.

TABLE 6-30. FACTOR LOADINGS OF ATTITUDE STATEMENTS REGARDING WOMEN IN THE MILITARY, NPS MALES[a]

STATEMENT	FACTOR: MALE-FEMALE COMPARISONS AND DRAWBACKS OF MILITARY PARTICIPATION	FACTOR: VALUE OF MILITARY PARTICIPATION	COMMONALITY
Any woman who joins the National Guard or the Reserves has no complaint coming if men treat her badly	45[b]	-02	20
Women do not have the physical strength and endurance to be military personnel	61	-04	37
The military life is a good influence on most young people	08	55	31
Women think less clearly than men, and are more emotional	65	-01	43
Women in the National Guard or the Reserves can fill a vital function as members of combat-ready units	-29	51	34
Participation in the National Guard or Reserves would interfere with a woman's family responsibility	54	-02	30
Women are not likely to be treated fairly in the military, with regard to recognition and promotion	39	-04	16
A woman can find more non-traditional jobs available to her in the military than in the civilian world	-02	41	16
Women have a tougher time adjusting to military life than do men	54	02	29
Women in the National Guard or the Reserves can be very useful in such non-traditional occupations as radar technicians and mechanics	-27	46	29
Women in the military are less feminine than other women	62	02	38
The discipline of the military injures self-respect and individualism	40	06	16
Women in the National Guard or the Reserves can be very useful in the traditional occupations of nursing and secretarial work	17	42	20
Employers value people who have had military training	09	70	50
Eigenvalue	2.48	1.62	
Percent of total variance	17.7	11.5	
Reliability	.64	.41	

[a] Varimax-rotated principal axis factors; unities in diagonal.

[b] Decimal points omitted.

TABLE 6-31. FACTOR PATTERN OF ATTITUDE STATEMENTS REGARDING WOMEN IN THE MILITARY, NPS FEMALES[a]

STATEMENT	FACTOR: MALE-FEMALE COMPARISONS	FACTOR: VALUE OF MILITARY PARTICIPATION	FACTOR: DRAWBACKS OF MILITARY PARTICIPATION	COMMONALITY
Any woman who joins the National Guard or the Reserves has no complaint if men treat her badly	48[b]	03	-09	23
Women do not have the physical strength and endurance to be military personnel	63	-02	04	41
The military life is a good influence on most young people	05	69	-15	48
Women think less clearly than men, and are more emotional	67	19	-01	46
Women in the National Guard or the Reserves can fill a vital function as members of combat-ready units	-53	24	35	45
Participation in the National Guard or Reserves would interfere with a woman's family responsibility	35	04	43	34
Women are not likely to be treated fairly in the military, with regard to recognition and promotion	07	-38	59	49
A woman can find more non-traditional jobs available to her in the military than in the civilian world	-04	38	21	20
Women have a tougher time adjusting to military life than do men	51	01	31	39
Women in the National Guard or the Reserves can be very useful in such non-traditional occupations as radar technicians and mechanics	-44	35	41	48
Women in the military are less feminine than other women	54	-10	28	43
The discipline of the military injures self-respect and individualism	19	03	59	42
Women in the National Guard or the Reserves can be very useful in the traditional occupations of nursing and secretarial work	02	66	10	45
Employers value people who have had military training	03	64	-16	43

[a] Oblimax-rotated principal axis factors; unities in diagonal.
Factor correlations: 1-2, -.10; 1-3, .13; 2-3, .05.
Percent of total variance: 40.5.

TABLE 6-32. FACTOR PATTERN OF ATTITUDE STATEMENTS REGARDING WOMEN IN THE MILITARY, VETERANS[a]

STATEMENT	FACTOR: MALE-FEMALE COMPARISONS	FACTOR: VALUE OF MILITARY PARTICIPATION	FACTOR: DRAWBACKS OF MILITARY PARTICIPATION	COMMONALITY
Any woman who joins the National Guard or the Reserves has no complaint coming if men treat her badly	52[b]	06	--	27
Women do not have the physical strength and endurance to be military personnel	69	01	06	49
The military life is a good influence on most young people	11	63	-40	56
Women think less clearly than men, and are more emotional	65	15	-02	43
Women in the National Guard or the Reserves can fill a vital function as members of combat-ready units	-59	20	16	41
Participation in the National Guard or Reserves would interfere with a woman's family responsibility	38	-13	35	33
Women are not likely to be treated fairly in the military, with regard to recognition and promotion	10	03	56	33
A woman can find more non-traditional jobs available to her in the military than in the civilian world	-12	39	25	23
Women have a tougher time adjusting to military life than do men	45	22	26	32
Women in the National Guard or the Reserves can be very useful in such non-traditional occupations as radar technicians and mechanics	-50	43	25	51
Women in the military are less feminine than other women	35	-20	40	37
The discipline of the military injures self-respect and individualism	-10	-07	67	45

(CONT'D)

TABLE 6-32. (CONT'D)

STATEMENT	FACTOR: MALE-FEMALE COMPARISONS	FACTOR: VALUE OF MILITARY PARTICIPATION	FACTOR: DRAWBACKS OF MILITARY PARTICIPATION	COMMONALITY
Women in the National Guard or the Reserves can be very useful in the traditional occupations of nursing and secretarial work	08	48	-01	23
Employers value people who have had military training	-01	59	-05	35

[a] Oblimax-rotated principal axis factors; unities in diagonal.
Factor correlations: 1-2, -.08; 1-3, .11; 2-3, -.01.
Percent of total variance: 37.8.

[b] Decimal points omitted.

TABLE 6-33. FACTOR PATTERN OF PERCEIVED LIKELIHOOD OF SITUATIONS OCCURRING IN THE NATIONAL GUARD OR RESERVES, NPS MALES[a]

SITUATION	FACTOR				COMMONALITY
	DANGER	OPPORTUNITY COSTS	COMPARISONS WITH OTHERS JOBS	INTERRELATIONS WITH OTHERS	
Having a job that's not too demanding	-32[b]	-06	52	-50	55
Taking too much time away from your personal and social activities	-04	21	08	-65	54
Having military supervisors who would hassle or harrass you	15	12	-08	-68	58
Being with women who want to compete with men	08	14	70	04	53
Losing a chance to progress toward a solid job and job security	-11	69	18	-05	52
Taking too much time away from your family during drills	07	53	-08	-36	52
Losing a chance for educational progress	--	72	04	02	51
Being in a position to have to kill other people in a disturbance or a war	66	21	-01	-07	55
Having to follow routine for the mere sake of the routine	52	-07	10	-37	48
Being in a position to be killed by others, in a disturbance or a war	78	09	-01	-04	65
Being called to active duty in case of civil disturbances or riots	70	-19	26	-05	61
Being with women who are confident in their abilities	30	-03	65	10	55
Having problems with your job because of National Guard or Reserve obligations	18	62	-07	-01	45
Being called to active duty in case of war	66	10	16	12	50
Having to take orders from someone who does not know as much as you do	30	04	-17	-42	33

[a] Oblimax-rotated principal axis factors; unities in diagonal.
Factor correlations: 1-2, .14; 1-3, .13; 1-4, -.17; 2-3, .03; 2-4, -.25; 3-4, -.05.
Percent of total variance: 52.5.

[b] Decimal points omitted.

TABLE 6-34. FACTOR LOADINGS OF PERCEIVED LIKELIHOOD OF SITUATIONS OCCURRING IN THE NATIONAL GUARD OR RESERVES, NPS FEMALES[a]

SITUATION	FACTOR			COMMONALITY
	DANGER	INTERRELATIONS WITH OTHERS	OPPORTUNITY COSTS	
Having a job that's not too demanding	01[b]	-07	41	17
Taking too much time away from your personal and social activities	06	78	05	62
Having military supervisors who would hassle or harrass you	23	56	23	42
Being with women who want to compete with men	37	39	-11	30
Losing a chance to progress toward a solid job and job security	-03	28	60	44
Taking too much time away from your family during drills	16	77	10	64
Losing a chance for educational progress	--	24	70	55
Being in a position to have to kill other people in a disturbance or a war	71	18	25	60
Having to follow routine for the mere sake of the routine	55	41	08	48
Being in a position to be killed by others, in a distrubance or a war	79	14	20	68
Being called to active duty in case of civil disturbances or riots	79	09	-02	63
Being with women who are confident in their abilities	47	18	-26	32
Having problems with your job because of National Guard or Reserve obligations	17	45	35	35
Being called to active duty in case of war	76	07	10	59
Having to take orders from someone who does not know as much as you do	31	08	52	37
Eigenvalue	3.20	2.29	1.67	
Percent of total variance	21.3	15.3	11.1	
Reliability	.74	.60	.43	

[a] Varimax-rotated principal axis factors; unities in diagonal.

[b] Decimal points omitted.

TABLE 6-35. FACTOR LOADINGS OF PERCEIVED LIKELIHOOD OF SITUATIONS OCCURRING IN THE NATIONAL GUARD OR RESERVES, VETERANS[a]

SITUATION	FACTOR: DANGER	FACTOR: OPPORTUNITY COSTS	FACTOR: COMPARISONS WITH OTHER JOBS; INTERRELATIONS WITH OTHERS	FACTOR: CONTACTS WITH WOMEN	COMMONALITY
Having a job that's not too demanding	-10[b]	-05	63	02	41
Taking too much time away from your personal and social activities	03	61	32	-01	48
Having military supervisors who would hassle or harrass you	11	41	56	03	49
Being with women who want to compete with men	10	05	07	80	66
Losing a chance to progress toward a solid job and job security	-03	65	-06	22	48
Taking too much time away from your family during drills	11	69	19	-01	53
Losing a chance for educational progress	10	67	03	-09	47
Being in a position to have to kill other people in a disturbance or a war	75	15	03	05	60
Having to follow routine for the mere sake of the routine	30	16	62	14	52
Being in a position to be killed by others, in a disturbance or a war	81	10	14	02	69
Being called to active duty in case of civil disturbances or riots	73	02	14	17	58
Being with women who are confident in their abilities	18	-10	-03	77	64
Having problems with your job because of National Guard or Reserve obligations	18	61	02	-15	42
Being called to active duty in case of war	72	09	07	11	55
Having to take orders from someone who does not know as much as you do	25	09	60	-08	43
Eigenvalue	2.56	2.36	1.65	1.38	
Percent of total variance	17.1	15.7	11.0	9.2	
Reliability	.65	.62	.42	.30	

[a] Varimax-rotated principal axis factors; unities in diagonal.

[b] Decimal points omitted.

TABLE 6-36. FACTOR LOADINGS OF IMPORTANCE RATINGS[a]

LIFE GOAL	SAMPLE NPS MALES	NPS FEMALES	VETERANS
Getting the opportunity to put my talents to work	36[b]	34	40
Obtaining a good second source of income	51	42	47
Participating in activities that are exciting and adventurous	60	64	53
The opportunity to serve my country	54	55	57
Doing work that is challenging	55	56	57
Making good friends	57	47	61
Developing a sense of discipline	63	56	67
Working for a better society	56	55	58
The opportunity to serve my community	63	62	60
Being with others who are like myself	53	46	58
Gaining recognition and status	56	58	56
Learning a new trade or specialty	60	62	56
Being able to see how I stack up in competition with others	61	62	61
Learning new and unusual skills	67	68	62
Learning leadership skills	68	66	71
Meeting new kinds of people	69	64	69
Eigenvalue	5.47	5.17	5.51
Percent of total variance	34.2	32.3	34.4
Reliability	.87	.86	.87

[a] Principal axis factors; unities in diagonal.

[b] Decimal points omitted.

TABLE 6-37. FACTOR LOADINGS OF RELATIVE ACHIEVABILITY RATINGS[a]

LIFE GOAL	SAMPLE NPS MALES	NPS FEMALES	VETERANS
Getting the opportunity to put my talents to work	59[b]	62	62
Obtaining a good second source of income	54	57	55
Participating in activities that are exciting and adventurous	71	73	71
The opportunity to serve my country	65	69	61
Doing work that is challenging	75	75	74
Making good friends	73	71	69
Developing a sense of discipline	72	74	71
Working for a better society	74	76	72
The opportunity to serve my community	67	69	67
Being with others who are like myself	69	66	68
Gaining recognition and status	73	75	69
Learning a new trade or specialty	73	78	73
Being able to see how I stack up in competition with others	73	74	71
Learning new and unusual skills	75	81	77
Learning leadership skills	75	78	75
Meeting new kinds of people	73	78	72
Eigenvalue	7.90	8.41	7.68
Percent of total variance	49.4	52.5	48.0
Reliability	.93	.94	.93

[a] Principal axis factors; unities in diagonal.

[b] Decimal points omitted.

TABLE 6-38. FACTOR LOADINGS OF LIFE GOAL ACHIEVABILITY RATINGS, WEIGHTED BY IMPORTANCE[a]

LIFE GOAL	SAMPLE: NPS MALES	NPS FEMALES	VETERANS
Getting the opportunity to put my talents to work	60[b]	62	62
Obtaining a good second source of income	67	69	54
Participating in activities that are exciting and adventurous	52	55	70
The opportunity to serve my country	69	68	62
Doing work that is challenging	71	73	74
Making good friends	73	74	69
Developing a sense of discipline	66	71	70
Working for a better society	73	78	72
The opportunity to serve my community	75	76	67
Being with others who are like myself	71	73	68
Gaining recognition and status	73	72	68
Learning a new trade or specialty	75	81	72
Being able to see how I stack up in competition with others	72	73	70
Learning new and unusual skills	76	78	77
Learning leadership skills	74	75	75
Meeting new kinds of people	73	79	73
Eigenvalue	7.90	8.44	7.66
Percent of total variance	49.4	52.7	47.9
Reliability	.93	.94	.93

[a] Principal axis factors; unities in diagonal.

[b] Decimal points omitted.

TABLE 6-39. FACTOR LOADINGS OF COMPONENTS OF GENERAL PROPENSITY MEASURE[a]

COMPONENT	SAMPLE NPS MALES	NPS FEMALES	VETERANS
Standard Guard/Reserve propensity	69[b]	69	71
Propensity toward active forces	61	60	53
Guard/Reserve propensity, if six years	79	80	81
Guard/Reserve propensity, if four years	87	87	85
Guard/Reserve propensity, if two years	87	88	86
Guard/Reserve propensity, if one year	81	82	82
Active Military propensity, if National Service required	56	58	55
Guard/Reserve propensity, if National Service required	60	61	63
Eigenvalue	4.33	4.36	4.28
Percent of total variance	54.1	54.5	53.5

[a] Prinicipal axis factors; unities in diagonal.

[b] Decimal points omitted.

TABLE 6-40. FACTOR LOADINGS OF FAVORABILITY TOWARD OPTIONS FOR FULFILLMENT OF NATIONAL SERVICE REQUIREMENT[a]

OPTION	FACTOR: COMMUNITY SERVICE	FACTOR: STRUCTURED, GOVERNMENTAL SERVICE	COMMONALITY
Sample			
NPS males			
Peace Corps or Vista	71[b]	-02	51
One of the Active Military forces (Army, Navy, etc.)	-07	86	75
Working in hospitals or old people's homes	76	01	58
National Guard or Reserves	14	85	74
A United Way Agency such as Salvation Army, YMCA's or YMHA's, or Red Cross	80	11	66
Eigenvalue	1.75	1.48	
Percent of total variance	34.9	29.5	
Reliability	.54	.41	
NPS females			
Peace Corps or Vista	71	01	51
One of the Active Military forces (Army, Navy, etc.)	-04	88	77
Working in hospitals or old people's homes	71	06	51
National Guard or Reserves	20	83	73
A United Way Agency such as Salvation Army, YMCA's or YMHA's, or Red Cross	76	13	59
Eigenvalue	1.63	1.48	
Percent of total variance	32.5	29.7	
Reliability	.48	.41	
Veterans			
Peace Corps or Vista	72	01	51
One of the Active Military forces (Army, Navy, etc.)	-16	87	78
Working in hospitals or old people's homes	76	01	58
National Guard or Reserves	16	87	78
A United Way Agency such as Salvation Army, YMCA's or YMHA's, or Red Cross	78	-02	61
Eigenvalue	1.76	1.51	
Percent of total variance	35.1	30.3	
Reliability	.54	.42	

[a] Varimax-rotated principal axis factors; unities in diagonal.

[b] Decimal points omitted.

6.3 General Propensity

The standard propensity measure is a single score: the propensity of the respondent to enlist in the Guard/Reserve component to which he or she is most favorable.

There are several drawbacks to the use of such a single score:

- It is highly sensitive to the context in which it is embedded. Results may differ as a function of its being asked early in the interview or late in the interview.
- It is impossible to estimate its reliability without actually following up individual respondents and assuming it has not changed over time. The procedural and the theoretical difficulties of this approach make any such estimates highly suspect.
- The distributions of scores are highly skewed.
- These several drawbacks to the absolute use of the measure also limit its value as the dependent variable in regression analyses. Attenuation of the dependent variable severely constrains the amount of variance that can be explained. In turn, limitations on the amount of variance that can be explained limit the identification of predictors and the estimation of their impact.

For these reasons, a multi-item measure of propensity to enlist was constructed. This measure is a summative scale consisting of scores on:

- the standard propensity measure
- the propensity to enlist in the Active Forces

- the propensity to enlist in the Guard/Reserve, given:
  - .. a six-year initial obligation
  - .. a four-year initial obligation
  - .. a two-year initial obligation
  - .. a one-year initial obligation
- favorability toward joining the Active Military, if National Service were required
- favorability toward joining the Guard/Reserve, if National Service were required

These items were spread throughout the questionnaire.

Initial analysis showed that the several items were highly intercorrelated. Furthermore, the summative scores were less skewed than the standard propensity scores, in each sample.

As can be seen in Table 6-39, the items of the summative scale all load strongly on a single factor, easily identified as general propensity to join the military. The unitary nature of this factor is clear, despite the differences between the items in targeting the Active Military or the Guard/Reserve, and the differences in length of enlistment posited. Attempts to extract a second factor were largely fruitless, as were attempts to utilize a canonical analysis approach to relate the various predictors to the set of dependent variables. Attempts to relate the various predictors to differences between dependent variables by regression analyses also found little reliable variance to explain. In summary, the propensity to enlist in the Active Forces is differentiated only minimally from the propensity to enlist in the Guard/Reserve. (The difference between factor loadings for the Active Military items and factor loadings for the other items is very slight, even for the Veterans.) At least in the present climate of non-differentiation of military components (see the last part of the chapter, also), it is reasonable to combine all eight items into a single summative scale.

The advantages of the summative scale are:

- It is robust with respect to the placement of items in the structure of the questionnaire.
- Its reliability can be estimated by standard techniques. As seen in Table 6-17, that reliability is extremely high.
- It is less skewed than the standard measure.
- It offers more reliable variance to be explained in regression analyses. (This is discussed further in Section 6.4.)

For these reasons, it is strongly urged that the general propensity measure, or a somewhat briefer form of that measure be used in future studies of this sort.

6.4 The Regression Model

6.4.1 The Model Reported in Volume I

A single regression model was developed to be applied to the attitudinal data in each sample. In this model, the general propensity to enlist was regressed on a set of nine attitudinal variables that had been measured on each respondent in each sample.

The regression weights, standard errors of regression weights, and constant terms for the regression of general propensity on attitudinal variables are presented for each sample in Table 6-41. A negative weight indicates a predictor that is associated with increases in enlistment propensity, and a positive weight indicates one associated with decreases in enlistment propensity.[1]

The model reported here is a conservative one in a number of ways. (This point will be expanded in Section 6.4.3.) Nonetheless, the multiple correlations are extremely high, ranging from .678 to .699 across samples, and the proportion of variance explained ranges from .460 to .488.

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[1] Where necessary to allow uniform interpretation of the results, the weights for various predictors have been reflected (transformed by multiplication by -1).

TABLE 6-41. REGRESSION WEIGHTS OF SELECTED VARIABLES RELATED TO GENERAL PROPENSITY

VARIABLE	SAMPLE: NPS MALES (N = 1296)		NPS FEMALES (N = 1363)		VETERANS (N = 1248)	
General predisposing attitudes						
Acceptance of the military[a]	-.809	(.118)[b]	-.371	(.112)	-.976	(.114)
Acceptance of the imposition of a National Service Requirement[c]	-.551	(.085)	-.835	(.084)	-.333	(.075)
High need to be with other people[a]	-1.087	(.119)	-.767	(.109)	-.997	(.115)
Anticipated gains from service						
Achievement of important individual life goals[a]	-.308	(.030)	-.300	(.026)	-.354	(.031)
Benefits of being a member of a team[a]	-1.438	(.131)	-1.245	(.121)	-1.380	(.124)
Anticipated costs of service						
Perceived opportunity costs[a]	-0.17	(.120)	-.437	(.110)	.281	(.122)
The occurrence of negatively-valued situations[a]	.404	(.118)	.282	(.111)	.368	(.114)
Impacts of current life situations						
Commitment to present job situation[d]	.323	(.068)	.296	(.063)	.230	(.066)
Lacking sense of social approval for enlistment[e]	.794	(.114)	1.028	(.100)	.870	(.122)
Constant term[f]	19.194		19.415		21.571	

(CONT'D)

TABLE 6-41. (CONT'D)

VARIABLE	NPS MALES (N = 1296)	NPS FEMALES (N = 1363)	VETERANS (N = 1248)
Multiple correlation	.699	.689	.678
Coefficient of determination (R^2)	.488	.475	.460

[a] Factor scores, Mean = 0.

[b] Standard error.

[c] Reversal of actual scale: 1 = strongly opposed; 5 = strongly in favor.

[d] Expects to look for job, or to change jobs: 1 = very likely; 5 = very unlikely.

[e] Others would be: 1 = very pleased; 5 = very displeased.

[f] 8 = most positive propensity to enlist; 34 = least positive.

6.4.2 Reliability and Validity of Reported Regressions

The regression coefficients reported are estimates from fallible data. Several factors may have led to the underestimation or the overestimation of the true regression values. In particular, the reported coefficients may be inflated as a result of the opportunity to examine the data and to choose from initial analyses just those predictors that would best explain the data at hand, and to develop regression weights from the data to be modelled. Conversely, the reported coefficients may be low as a result of the attenuation of the correlations achieved, due to unreliability in the criterion or the predictors. Table 6-42 presents a series of estimates of the true multiple correlation in each sample, based on different methods of handling the problems of possible over- or underestimation.

Lower-bound estimates of the true multiple correlation are provided in three ways. First, the method of double cross-validation was used. The regression analysis was carried out separately for each of two different subgroups in each sample, as defined by the two questionnaire forms used. The regression weights obtained in each subgroup were then used in constructing the composite predictor variable for the other subgroup, and that composite was correlated with the criterion scores in that subgroup. As can be readily appreciated from the theory of multiple correlation, some shrinkage in the correlation coefficient is inevitable. Inspection of Table 6-42, however, shows that the cross-validation coefficients are still extremely high in each subsample; indeed, among the NPS samples, there is practically no shrinkage whatsoever. Second, as further safeguards, two other methods of estimating shrinkage were used. The formulas of Theil and Rozeboom were applied to the multiple correlation obtained for each sample as a whole. As can be seen from the table, no serious shrinkage is to be expected under either approach.

Upper-bound estimates of the true multiple correlation are provided by the application of a formula designed to correct for attenuation in the criterion or the predictor. The formula used assumes that the reliability of the linear composite of predictors is fixed (although, of course, it is known that various factor scores are less than completely reliable, and could be improved).[1] This supposes a limit on the ability of the questionnaire to gather predictive data and imposes a less than optimal upper bound. In contrast, it is assumed that the criterion data could be improved. The upper-bound estimate thus obtained suggests the limiting multiple correlation achievable with the present predictors and a perfect criterion (cf. Nunnally). As can be seen from Table 6-42, the reported coefficients may be significant underestimates of the multiple correlation achievable with the present model.

In summary, the present regression model is highly reliable and is valid across subgroups within a sample. It is unlikely to be a serious overestimate of the true multiple correlation between the predictors and the criterion (at worst, only 34.7 percent of the variance in the Veterans sample can be explained; but at least 45.8 percent of the variance in the NPS samples can be explained). It may even be a significant underestimate of the true correlation (as much as 53.9 percent of the variance may be explained, even in the Veterans sample).

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[1] The factor reliability estimates may be found in the tables of Section 6.2. The factors used in the regression model have clearly acceptable reliabilities for psychological scales (over .40), but most are open to significant improvement.

TABLE 6-42. VALIDITY ESTIMATES OF REPORTED REGRESSIONS

	MULTIPLE CORRELATIONS					
		Subsamples		Estimated Shrinkage		Dependent Variable Corrected for Attenuation[d]
SAMPLE	Obtained[a]	Obtained	Cross-Validation	Thiel[b]	Rozeboom[c]	
NPS Males						
All	.699	—	--	.696	.693	.751
Form 1	--	.713	.702	—	--	--
Form 2	--	.689	.679	—	--	—
NPS Females						
All	.689	--	--	.686	.684	.742
Form 1	--	.699	.694	—	--	--
Form 2	--	.682	.677	—	--	--
Veterans						
All	.678	--	--	.675	.672	.734
Form 1	—	.690	.589	--	--	--
Form 2	--	.672	.586	—	--	—

[a] Reported in Volume I.

[b] $\left[R^2 - \left(\frac{k-1}{N-k}\right)(1 - R^2) \right]^{1/2}$

[c] $\left[1 - \left(\frac{N+k}{N-k}\right)(1 - R^2) \right]$

[d] $\left[R/(r_{11})^{\frac{1}{2}} (r_{22}) \right]$, where $r_{22} = 1$, and r_{11} is reliability of dependent variable.

6.4.3 Other Regression-Related Issues

Reliability of the Standard Propensity Score

It was noted in Section 6.3 that the reliability of the standard measure of enlistment propensity cannot be calculated by normal procedures. However, it is possible to estimate that reliability by referring to the relationships among the general propensity measure, the linear composite developed in the regression analyses, and the standard measure of enlistment propensity.

The general propensity measure includes the standard measure as one of its components, and may be considered an expansion of that measure. Using the formula for estimating the correlation of a shortened measure, a', of some measure, a, with another variable, b, as a function of the reliability of a and a', and substituting appropriately, it may be seen that the reliability of the standard measure of the enlistment propensity is only in the .30's. As suggested in Section 6.3, the standard measure of enlistment propensity does not have the requisite psychometric characteristics for studies of this sort. Its reliability is below generally accepted standards, and it does not offer the amount of reliable variance necessary for development of strong regression models. The general propensity measure or some modification thereof is necessary to further development of explanatory models.

Determinants of the Perception that Others Would Be Pleased

The regression analyses demonstrate the importance of the perception of social support for one's decision to the determination of enlistment propensity. In an effort to identify the particular sources of such social support, further analyses were carried out. In particular, the perception that others would be pleased was regressed on a number of

demographic characteristics of the respondents in each sample.[1] The results of these analyses for each sample -- the regression weights, standard errors of the weights, and constant terms -- are presented in Table 6-43.

Some interesting points may be seen by inspection of Table 6-43. For example, marriage seems to affect NPS females more than NPS males or Veterans. Surprisingly, however, relatively little of the variance in the perception of social support seems to be accounted for in any of the samples. It is not clear at this time whether some more sensitive measure of social support is necessary, or whether the model used contains misspecification of the impact of different socio-demographic variables or simply fails to include those that are important to respondents.

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[1] Parental education and propensity to work in a factory are used as indicators of social class.

TABLE 6-43. REGRESSION WEIGHTS OF DEMOGRAPHIC CHARACTERISTICS ON PERCEPTION THAT OTHERS WOULD BE PLEASED BY RESPONDENT'S ENLISTMENT

CHARACTERISTIC	SAMPLE					
	NPS MALES (N = 1382)		NPS FEMALES (N = 1405)		VETERANS (N = 1310)	
Married[a]	.283	(.069)[b]	.422	(.065)	.119	(.054)
Father career military[a]	-.273	(.053)	-.188	(.048)	-.010	(.055)
Sibling in military[a]	.011	(.069)	.043	(.070)	.006	(.056)
Friend recently considered or joined military[a]	-.109	(.034)	-.098	(.033)	-.154	(.028)
Parental education[c]	.084	(.040)	.034	(.045)	.093	(.041)
Propensity to work in factory[d]	.071	(.031)	.070	(.037)	.053	(.027)
Constant term[e]	2.89		2.99		3.04	
Multiple correlation	.216		.229		.182	
Coefficient of determination (R^2)	.047		.052		.033	

[a] 1 = true; 0 = not true.

[b] Standard error.

[c] 2 = both parents had at least some college; 1 = one parent had at least some college; 0 = neither parent had any college.

[d] 1 = definitely likely; 4 = definitely not likely.

[e] 1 = very pleased; 5 = very displeased.

Constraints on the Analysis

The reported regression model of enlistment propensity represents only one of several regression analyses that were carried out. Some of these were not reported because the predictor variables utilized, such as demographics, are antecedent to the attitudinal variables and less easily utilized strategically, or because their inclusion did not contribute independently to increased explanation of enlistment propensity. Other analyses were not reported because the additional variables included were highly collinear with the variables that were included: the results of those analyses add little and are more difficult to interpret than that analysis which was reported. A third set of analyses was not reported because the inclusion of certain respondents or certain variables precluded comparability across samples, or offered the opportunity to take advantage of chance factors in the data. These issues are explored in more detail, below.

The imposition of the constraints described above clearly limited the power of the model obtained: various unconstrained analyses accounted for as much as 65 percent of the variance in general propensity. The reliability, cross-sample validity, and conservatism of the reported model combine to suggest that it can be accepted with great confidence.

- Initial regressions were run using purely demographic variables as predictors of propensity. While some significant regression weights were obtained, they were small,[1] as were the coefficients of determination obtained. Other analyses adding these variables to the set of attitudinal predictors showed no gain in explanation over and above that offered by the attitudinal variables alone. Logically, moreover, the impact of the purely demographic variables precedes that of the attitudinal variables.

[1] The exceptions were the age variable among NPS respondents and satisfaction with active service among Veterans. These are treated below.

- The impact of exposure to recruiting literature or to an Armed Forces recruiter may well come after the impact of attitudinal variables, or the two may interact. The addition of such variables to the attitudinal model did not offer significant increases in the proportion of variance in general propensity explained, however.

- Several items in the questionnaire were redundant with one another. For example, respondents were asked for global ratings of the achievability of life goals and of the likelihood of living a productive life in the Guard/Reserve. These are highly correlated with one another, and with the summary score of individual life goal achievability weighted by importance. After initial analyses were completed some highly correlated variables were combined into summary indices, and some were discarded from further consideration. Choices among collinear variables to be included were made on the basis of inspection of the complete correlation matrices, the reliability of the different variables, and the interpretability of each variable with respect to possible strategies to enhance Guard/Reserve accessions.

- A number of respondents had actually applied to the Guard/Reserve for enlistment. These people have already acted on their enlistment propensity. The consistency of the relationship between their propensity and their attitudes may be expected to be higher than that for unselected respondents (as was indeed the case). These respondents were excluded from the final regression analyses.

- Some variables were measured only in the NPS samples or only in the Veterans sample. Others were measured on one form of the questionnaire but not the other, as an exploratory venture. These variables were all excluded from the final analyses, in order to allow development of a single regression model for each sample, and to maintain comparability between the analyses for the different samples.

- Satisfaction with time in the Active Forces was omitted from the set of predictors of Veterans enlistment propensity, for the reasons just described, as was health, from the predictors of NPS propensities. Similarly, because of the noncomparability of age between NPS respondents and Veterans, this variable was omitted from the predictor set. Finally, the factors regarding transition to young adulthood and those regarding women in the military were omitted because they were not obtained for all members of a sample.

- As noted in Volume I, a number of the excluded variables are highly correlated with enlistment propensity, and offer some promise of increased explanatory power, if used in future studies. The inclusion of reliable measures of these variables on all respondents in future research is highly recommended.

- The final model also excluded some non-collinear attitudinal variables measured on all forms of all samples, and some interactive variables based on the obtained data, all of which were studied in earlier runs of the analysis. These variables did not offer significant increases in the proportion of variance explained, however, and were omitted for ease of interpretation of the final results. The more interesting of these omissions were noted briefly in Volume I.

Behavioral Intentions

Respondents were asked their intentions regarding taking a test for the military, seeing a recruiter, and sending for recruiting literature in the next six months. These items were highly correlated with one another, and with enlistment propensity.

The inclusion of the behavioral intentions in the set of predictors of enlistment propensity would offer significant increases in the amount of variance explained. It seems appropriate, however, to consider the behavior intentions toward military-related activities as a consequence of enlistment propensity, rather than as its antecedent. In this model, behavior intention is considered a predictor of behavior. In turn, behavior intention is a function of enlistment propensity and motivations to comply with normative expectations about enlistment (*cf. Fishbein*). Future studies should explore this model more thoroughly in order to understand the complete range of accession-related issues, from the fostering of enlistment propensity to its conversion into actual enlistment.

6.5 Differentiation Among Military Components

It was said in Volume I that respondents tended not to hold clear, differentiated images of the Active Forces, the National Guard, and the Reserves, even though the respondents did see some distinct differences among these military components. Several different analyses of two sets of evidence, ratings of specific attributes and global similarity ratings, underlie these conclusions.

As noted in Section 6.2, no clear factor structures emerged from the analyses of agreement with statements about the attributes of the several military components. The average item intercorrelations in the different samples were extremely low, and thus the determinants of the correlation matrices were quite high. In other words, there were not any clear groupings of items characterizing any of the components. Attempts to analyze matrices of differences in the ratings of the various components were no more successful.

It was found that ratings of individual items differed significantly, despite the fact that the items were not coalesced into coherent images. Graphic displays of the mean ratings of each military component by the appropriate form subgroup in each sample are presented in Figures 6-8 to 6-10.

FIGURE 6-8. PERCEPTIONS OF THE ACTIVE MILITARY, NATIONAL GUARD AND RESERVES -- NON-PRIOR SERVICE MALES

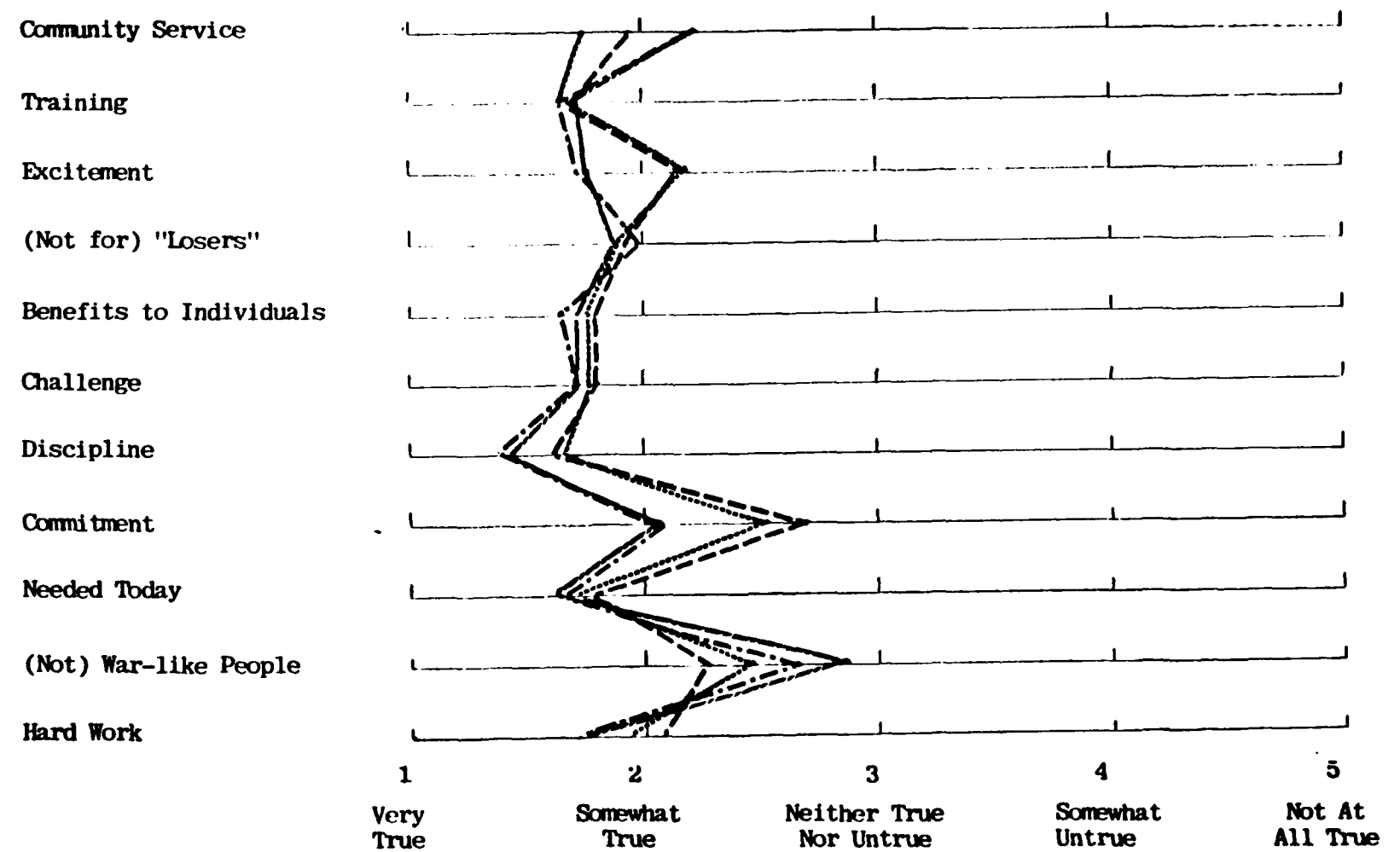


FIGURE 6-9. PERCEPTIONS OF THE ACTIVE MILITARY, NATIONAL GUARD AND RESERVES -- NON-PRIOR SERVICE FEMALES

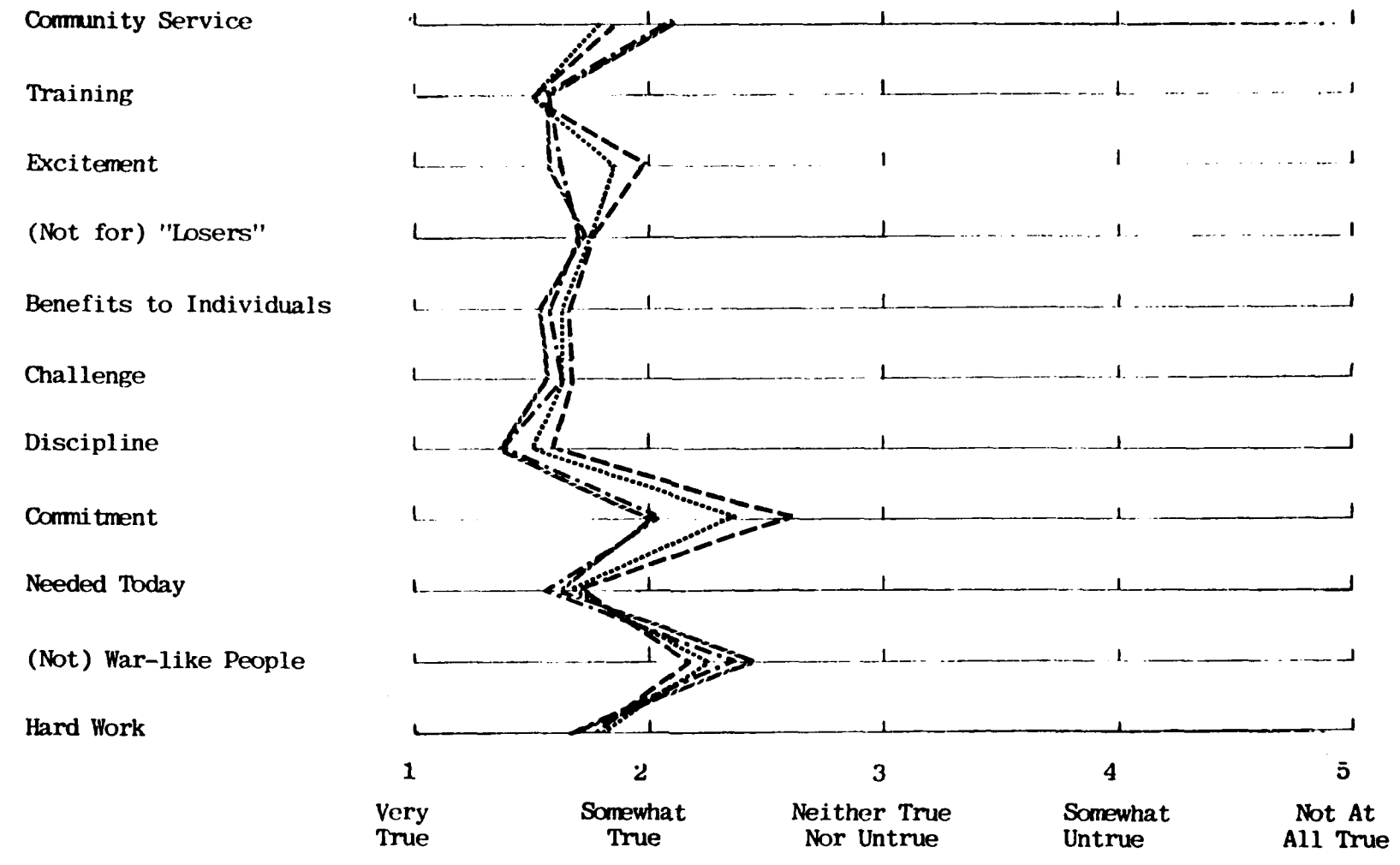
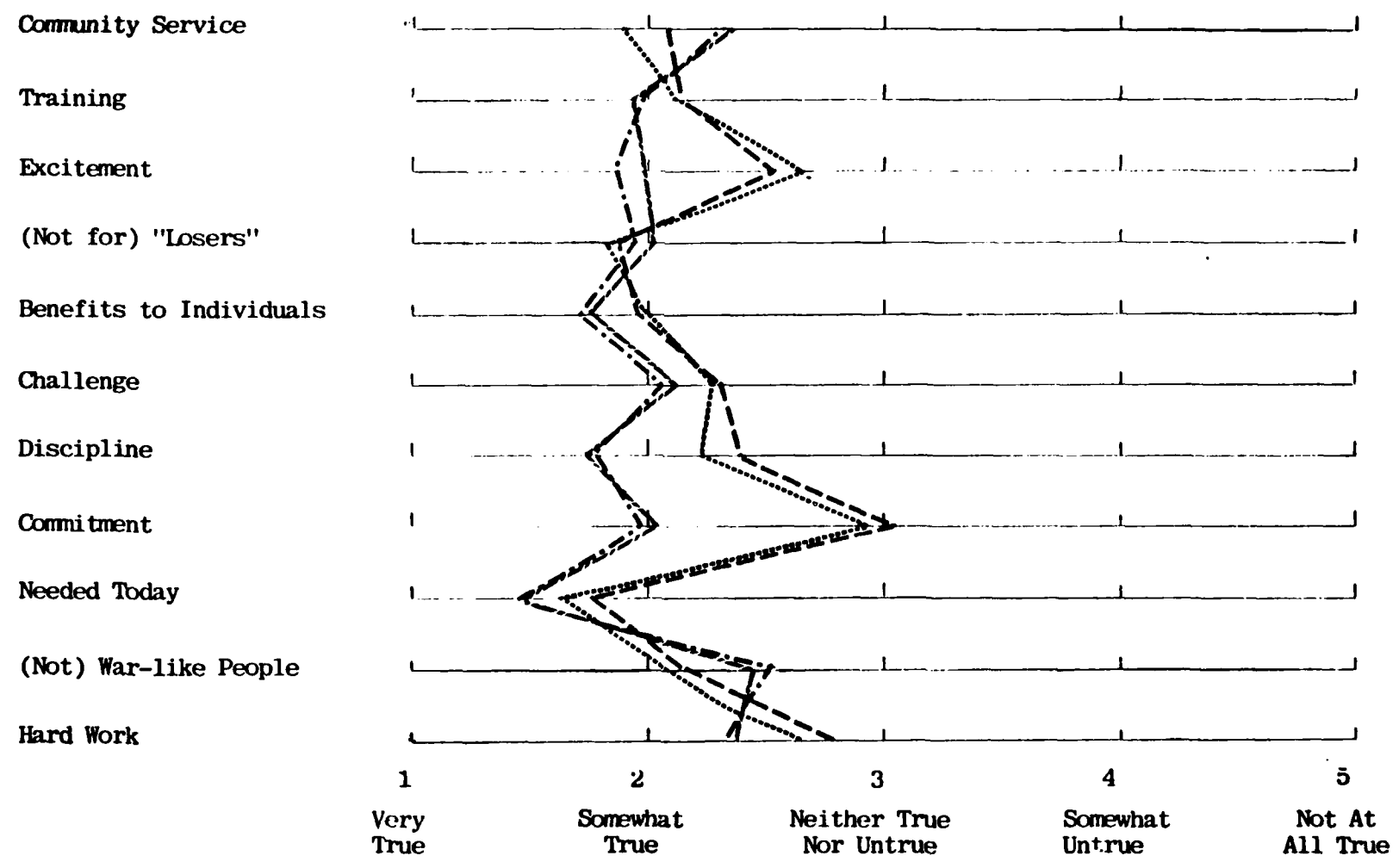


FIGURE 6-10. PERCEPTIONS OF THE ACTIVE MILITARY, NATIONAL GUARD AND RESERVES -- VETERANS



The F-values for each comparison of the ratings of military components on a given attribute are shown in Tables 6-44 and 6-45, for the appropriate form subgroup in each sample.

Further examination of the obtained differences shows that attention to significance alone may be misleading, however. The percent of the within persons sum of squares accounted for in each instance is also displayed in Tables 6-44 and 6-45. In few cases is the difference in ratings of much practical significance. In some cases, little more than one-half of one percent of the variance is explained by a statistically significant difference. The importance of various item differences should be evaluated quite carefully, therefore, especially in the light of respondents' relative lack of knowledge about the actual requirements of the different components.

TABLE 6-44. F-VALUES FOR MEAN DIFFERENCES BETWEEN COGNITIONS ABOUT ACTIVE FORCES AND COGNITIONS ABOUT THE NATIONAL GUARD, AND PERCENT VARIANCE EXPLAINED[a]

	NPS MALES (N = 712)		NPS FEMALES (N = 727)		VETERANS (N = 681)	
COGNITION	F	PCT VAR	F	PCT VAR	F	PCT VAR
Provides community services	126.78	15.1	76.06	9.5	81.33	10.7
Offers good training	4.00	0.6	2.98	0.4	19.62	2.8
Offers travel and other exciting opportunities	88.49	11.1	47.31	6.1	169.94	20.0
Offers a place only for "losers"	--	--	0.82	0.1	12.15	1.8
Offers important benefits to the individual	1.25	0.2	4.06	0.6	43.94	6.1
Offers challenging work	4.58	0.6	3.26	0.4	15.97	2.3
Gives you discipline	55.24	7.2	23.92	3.2	140.30	17.1
Requires committing a great deal of one's life	89.58	11.2	77.80	9.7	267.13	28.2
Needed in today's world	7.13	1.0	0.25	--	26.87	3.8
Is filled with war-like people	76.22	9.7	24.43	3.3	63.28	8.5
Requires hard work	21.29	2.9	27.44	3.6	44.84	6.0

[a] Ratio of between components sum of squares to within persons sum of squares X 100.

TABLE 6-45. F-VALUES FOR MEAN DIFFERENCES BETWEEN COGNITIONS ABOUT ACTIVE FORCES AND COGNITIONS ABOUT THE RESERVES, AND THE PERCENT VARIANCE EXPLAINED [a]

	NPS MALES (N = 718)		NPS FEMALES (N = 714)		VETERANS (N = 699)	
COGNITION	F	PCT VAR	F	PCT VAR	F	PCT VAR
Provides community services	49.29	6.4	33.50	4.5	23.67	3.3
Offers good training	2.27	0.3	1.94	0.3	10.09	1.4
Offers travel and other exciting opportunities	103.05	12.6	80.82	10.2	147.99	17.5
Offers a place only for "losers"	2.33	0.3	1.10	0.2	2.65	0.3
Offers important benefits to the individual	13.56	1.9	6.56	0.9	35.66	4.9
Offers challenging work	7.32	1.0	1.00	0.1	23.22	3.2
Gives you discipline	69.29	8.8	49.33	6.5	174.32	20.0
Requires committing a great deal of one's life	135.92	15.9	133.76	15.8	341.21	32.8
Needed in today's world	13.29	1.8	11.14	1.5	46.30	6.2
Is filled with war-like people	65.74	8.4	25.60	3.5	70.79	9.2
Requires hard work	91.92	11.4	21.21	2.9	85.03	10.9

[a] Ratio of between components sum of squares to within persons sum of squares X 100.

Another way of considering the differences in ratings of military components may be found in Table 6-46. First, the profile of average item ratings for the National Guard was compared to that for the Reserves, in each sample. As may be seen in the top line of the table (cf. also Figures 6-8 to 6-10), they are almost identical in each. The ratings for these components were then combined, and their average profile was compared with that of the Active Forces. These profiles are less nearly identical, though even among Veterans (who may be more knowledgeable and more motivated to differentiate among components), the coefficient of determination is over .80. While item ratings may differ, the rating profiles are highly similar: the rating differences may reflect a simple tendency to rate the Active Forces more extremely on most items chosen for study.

TABLE 6-46. CORRELATIONS AMONG AVERAGE RATINGS OF ATTRIBUTE PRESENCE IN MILITARY COMPONENTS

	SAMPLE		
MILITARY COMPONENTS	NPS MALES	NPS FEMALES	VETERANS
Guard versus Reserve	.995	.997	.993
Active Military versus mean of Guard/Reserve	.951	.978	.905

Attempts were also made to relate the global ratings of military component similarity to the differences in the ratings of the specific items discussed earlier in the questionnaire. The results of those regression analyses for each sample are shown in Tables 6-47 and 6-48.

Very little of the variance in global ratings of similarity can be accounted for by differences in item ratings. Furthermore, the few item differences that do contribute to the explanation are different in each sample. Further analyses using squared rating differences (treating similarities as Euclidean distances and ignoring direction of difference) proved no more powerful.

The lack of relationship between global similarity ratings and item differences may be the result of wide variation in individual item ratings, or of the non-inclusion of certain clear differences between the components, such as part-time versus full-time requirements. Again, given the relative lack of knowledge of service obligations among respondents, these results may also arise from the failure to consider the military forces in enough detail to grasp the appropriate differentiations.

TABLE 6-47. REGRESSION WEIGHTS OF DIFFERENCES IN BELIEFS ABOUT CHARACTERISTICS OF THE NATIONAL GUARD AND THE ACTIVE MILITARY ON SIMILARITY RATINGS

CHARACTERISTIC[a]	NPS MALES (N = 701)		NPS FEMALES (N = 709)		VETERANS (N = 674)	
Provides community services	.039	(.029)[b]	.054	(.034)	-.009	(.034)
Offers good training	-.034	(.037)	.009	(.045)	.111	(.037)
Offers travel and other exciting opportunities	.044	(.029)	.118	(.032)	.071	(.032)
Offers a place only for "losers"	-.047	(.029)	.006	(.029)	.030	(.033)
Offers important benefits to the individual	.018	(.039)	-.025	(.042)	-.016	(.045)
Offers challenging work	.062	(.039)	.017	(.042)	.085	(.038)
Gives you discipline	.011	(.041)	.009	(.046)	.096	(.037)
Requires committing a great deal of one's life	.027	(.027)	.054	(.031)	.062	(.028)
Needed in today's world	-.028	(.036)	.026	(.039)	-.013	(.044)
Is filled with war-like people	.022	(.027)	.014	(.029)	.012	(.032)
Requires hard work	.035	(.033)	.019	(.038)	.023	(.035)
Constant term[c]	2.36		2.26		2.27	
Multiple correlation	.163		.209		.295	
Coefficient of determination (R^2)	.027		.044		.087	

[a] Rated on five-point scales: 1 = very true; 5 = not at all true. See Figures 6-8 to 6-10.

[b] Standard error.

[c] Similarity rated on four-point scale: 1 = very similar; 4 = very different. See Tables 3-14 to 3-16, Volume I.

TABLE 6-48. REGRESSION WEIGHTS OF DIFFERENCES IN BELIEFS ABOUT CHARACTERISTICS OF THE RESERVES AND THE ACTIVE MILITARY ON SIMILARITY RATINGS

CHARACTERISTIC[a]	NPS MALES (N = 703)		NPS FEMALES (N = 699)		VETERANS (N = 688)	
Provides community services	.061	(.030)[b]	-.031	(.035)	-.008	(.035)
Offers good training	-.014	(.041)	-.043	(.050)	.053	(.038)
Offers travel and other exciting opportunities	.050	(.030)	.120	(.034)	-.013	(.031)
Offers a place only for "losers"	.010	(.028)	-.052	(.032)	-.026	(.034)
Offers important benefits to the individual	.031	(.036)	.005	(.044)	.096	(.042)
Offers challenging work	-.003	(.040)	.031	(.045)	.021	(.037)
Gives you discipline	.169	(.045	.059	(.042)	-.042	(.036)
Requires committing a great deal of one's life	.010	(.026)	.012	(.028)	-.006	(.027)
Needed in today's world	.048	(.035)	.009	(.044)	.048	(.037)
Is filled with war-like people	.005	(.029)	.044	(.033)	.022	(.031)
Requires hard work	-.018	(.033)	-.024	(.040)	.138	(.033)
Constant term[c]	2.23		2.37		2.52	
Multiple correlation	.234		.184		.232	
Coefficient of determination (R^2)	.055		.034		.054	

[a] Rated on five-point scales: 1 = very true; 5 = not at all true. See Figures 6-8 to 6-10.

[b] Standard error.

[c] Similarity rated on four-point scale: 1 = very similar; 4 = very different. See Tables 3-14 to 3-16, Volume I.

6.6 Other Issues

6.6.1 Life Commitments of Potential Enlistees

A full exploration of any potential market for the Guard/Reserve would include careful measurement of a number of different factors:

- the size of the total market segment
- the present propensity to enlist in that segment
- the competition from other military components
- the competition from other civilian activities
- the ease of reaching the segment through advertising and promotional activities

Several of these issues have been discussed in Volume I.

In particular, it was suggested in Volume I that the Guard/Reserve target more intensive recruiting efforts than are presently made on the 19-21 year old segment of the population. It was noted that there is less competition in that age group from the Active Forces. While Potential Enlistees are generally beginning to make life commitments that preclude full-time service, they are less likely to be committed than older segments of the population. Some of these considerations are discussed below, and pertinent data on life commitments is presented in Table 6-49.

The present study was not designed to collect all relevant data on various market segments. Some of those data that are available may be interpreted in different ways, and some of the information (for example, regarding competition from other military components) depends upon policy decisions. Still, a number of points may be suggested.

Propensity to enlist declines between the 17½-18 year old segment and the 19-21 year old segment, and sharply again thereafter. Employment statistics in themselves do not change quite so markedly. (However, since job satisfaction does change markedly, it may be that the quality of employment changes significantly across these years. Alternatively, the proportion of those attending school declines with age. The lack of competing commitments or differences in the types of jobs obtained by those previously in school may be at the base of changes in job satisfaction.) The data that can be considered unequivocally are the present sizes of the market segments and the average number of long-term nonwork commitments found in each segment.

An analysis of life commitments of NPS respondents was carried out, in which one point was assigned to each respondent if he or she was married, owned their own home, or had two or more dependents. (These commitments are theoretically independent of the structural barriers to enlistment discussed in Volume I.) The average number of such life commitments is displayed in Table 6-49 for each one-year age segment in each NPS sample, along with the percent of the sample in that segment. A steady increase in the life commitments considered is found in each sample from the end of the teen years until age 25, with the sharpest rises occurring at about 21 years of age and again at 25.

TABLE 6-49. AVERAGE NUMBER OF LIFE COMMITMENTS[a] AS A FUNCTION OF AGE, NPS SAMPLES

AGE	MALES			FEMALES		
	COMMITMENTS	N	PCT OF SAMPLE	COMMITMENTS	N	PCT OF SAMPLE
Below 18 years old	0.16	198	13.2	0.12	170	11.3
18 years old	0.16	225	15.0	0.10	207	13.8
19 years old	0.18	190	12.7	0.27	164	10.9
20 years old	0.36	148	9.9	0.42	158	10.5
21 years old	0.57	174	11.6	0.80	171	11.4
22 years old	0.70	126	8.4	1.06	154	10.3
23 years old	0.97	112	7.5	1.32	114	7.6
24 years old	1.08	118	7.9	1.26	128	8.5
25 years old	1.36	117	7.8	1.66	140	9.3
26 years old	1.27	92	6.1	1.59	96	6.4

[a] One point each for: marriage, owning own home, two or more dependents.

6.6.2 Selectivity of the Veterans Sample

The difficulty of obtaining valid phone numbers for Veterans on the DMDC tape has been noted earlier. A series of analyses was carried out to determine whether or not the demographic profile of those Veterans who were sampled is similar to the profile of all those on the tape. The results of those analyses are shown in Table 6-50.

The sample of Veterans obtained differs in a number of ways from a random sample of Veterans with time remaining on their initial six-year commitment. The determination of a valid phone number clearly depends on the present validity of the address given. Obviously that validity is higher for those recently separated. The other differences found also depend on the validity of the addresses, and thus, on the geographic stability of the individuals concerned.[1] The data suggest that the more geographically stable Veterans in the sample were also more stable in their military service, and of higher quality. The remainder of the obtained data on the Veterans should be interpreted in this light.

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[1] The obtained sample might also differ from the tape population because of systematic biases in willingness to respond. The number of Veterans reached who chose not to respond was extremely low, and it seems unlikely that the differences between the sample and the tape population arise from that source. However, even if that source is critical, the validity of the cautionary conclusions about the interpretation of the sample data remains.

TABLE 6-50. COMPARISONS OF VETERANS IN OBTAINED SAMPLE WITH THOSE ON TAPE SUPPLIED BY DEFENSE MANPOWER DATA CENTER ON SELECTED CHARACTERISTICS

CHARACTERISTIC	NUMBER OF CATEGORIES	χ^2	SIGNIFICANT DIFFERENCE PRESENT	DIRECTION OF DIFFERENCE: OBTAINED SAMPLE
Time in Active Forces	3	25.6	*	Served longer
Ethnicity	3	577.6	*	Fewer blacks; more 'others'
Age	2	667.2	*	Older
Date of separation	2	13.8	*	More recent
Years of formal education[a]	2	67.6	*	More education
Grade	3	34.7	*	Higher
Branch of service[b]	4	2.29	—	

[a] Those who reported vocational training omitted.

[b] Those who reported Coast Guard omitted.

Associates for Research in Behavior, Inc.
3401 Market Street
Philadelphia, Pennsylvania 19104

OMB # 22-5-78004
September, 1978
Job #8583

( ) First screener HH
( ) Additional screener HH

TELEPHONE #_____

RESPONDENT'S SEX_____

GROUPS A AND B SCREENER - 1

Hello, I'm_____from Associates for Research in Behavior, a research company in Philadelphi We're doing a study among young men and women, age 17½ to 26, for the Federal Government and would like to have your opinion.

1a. Are there any young men or young women in your household between the ages of 17½ and 26?

1( ) Yes 2( ) No (END INTERVIEW - CODE 8)

b. IF YES:
How many men age 17½ to 26 are there living in your household?

0( ) None (#1d NEXT) 3( ) Three ( ) Six or more_____
1( ) One 4( ) Four WRITE IN NUMBE
2( ) Two 5( ) Five

c. What are the names and ages of each man in your household age 17½ to 26? Please give me the youngest first, then the next youngest, etc. RECORD NAME AND AGE BELOW, STARTING WITH THE YOUNGEST IN ORDER TO OLDEST.

	NAME	AGE	IF NUMBER IN HH IS:	INTERVIEW PERSON #:
1.			1	1
2.			2	1
3.			3	1
4.			4	2
5.			5	3
6.			6	1
7.			7	5

d. How many women age 17½ to 26 are there living in your household?

0( ) None (#1f NEXT) 3( ) Three ( ) Six or more_____
1( ) One 4( ) Four WRITE IN NUMBE
2( ) Two 5( ) Five

e. What are the names and ages of each woman in your household age 17½ to 26? Please give me the youngest first, then the next youngest, etc. RECORD NAME AND AGE BELOW, STARTING WITH THE YOUNGEST IN ORDER TO OLDEST.

	NAME	AGE	IF NUMBER IN HH IS:	INTERVIEW PERSON #:
1.			1	1
2.			2	1
3.			3	1
4.			4	2
5.			5	3
6.			6	1
7.			7	5

f. IF ONLY MEN OR ONLY WOMEN IN HOUSEHOLD, CHECK APPROPRIATE BOX ABOVE TO SEE WHICH PERSON TO INTERVIEW. ASK TO SPEAK TO THAT PERSON.

IF BOTH MEN AND WOMEN IN HOUSEHOLD, CHECK MALE BOX TO SEE WHICH PERSON TO INTERVIEW. ASK TO SPEAK WITH THAT PERSON.

- OVER -

COL. 1 (1)
COL. 2 (1)
FORM-COL. 3 -

g. WHEN APPROPRIATE PERSON IS ON PHONE, READ:
Hello, I'm _____ from Associates for Research in Behavior, a research company in Philadelphia. We're doing a study among young men and women, age 17½ to 26, for the Federal Government and would like to have your opinion.

How old are you?

20-21-
1( ) 17½
2( ) 18
3( ) 19
4( ) 20
5( ) 21
6( ) 22
7( ) 23
8( ) 24
9( ) 25
10( ) 26

COL. 4 (0)
ID #1 - 5-
6-
7-
ID #2 - 8-
9-
10-
11-

h. Are you now or have you ever been in the active military service, or the National Guard or Reserves in a paid drill status?

1( ) Yes (ARRANGE TO SPEAK WITH NEXT HOUSEHOLD MEMBER OF SAME SEX LISTED ABOVE. USE NEW SCREENER, STARTING WITH #1g. IF NO OTHER HOUSEHOLD MEMBER OF SAME SEX IN AGE GROUP, ASK TO SPEAK TO PERSON OF OPPOSITE SEX. CHECK BOX TO SEE WHICH HOUSEHOLD MEMBER OF OPPOSITE SEX TO INTERVIEW.

IF NO OTHER ELIGIBLE RESPONDENT IN HOUSEHOLD, END INTERVIEW-CODE 9)

2( ) No

CALL EVENT- 12 -
13-
CALL OUTCOME14-

i. Have you been accepted by the active military service or the National Guard or Reserves and are currently awaiting basic training?

1( ) Yes (ARRANGE TO SPEAK WITH NEXT HOUSEHOLD MEMBER OF SAME SEX LISTED ABOVE. USE NEW SCREENER, STARTING WITH #1g. IF NO OTHER HOUSEHOLD MEMBER OF SAME SEX IN AGE GROUP, ASK TO SPEAK TO PERSON OF OPPOSITE SEX. CHECK BOX TO SEE WHICH HOUSEHOLD MEMBER OF OPPOSITE SEX TO INTERVIEW.

IF NO OTHER ELIGIBLE RESPONDENT IN HOUSEHOLD, END INTERVIEW-CODE 10)

2( ) No

COLS.15-19 (0)

j. What is the last year of school or college you completed?

22-
1( ) Less than high school graduate
2( ) High school graduate
3( ) Vocational school/training after high school
4( ) Some college
5( ) College graduate
6( ) Post graduate work

ARRANGE TO SPEAK WITH NEXT HOUSEHOLD MEMBER OF SAME SEX. USE NEW SCREENER STARTING WITH #1g. IF NO OTHER HOUSEHOLD MEMBER OF SAME SEX IN AGE GROUP, ASK TO SPEAK TO PERSON OF OPPOSITE SEX. CHECK BOX TO SEE WHICH HOUSEHOLD MEMBER OF OPPOSITE SEX TO INTERVIEW.

IF NO OTHER ELIGIBLE RESPONDENT IN HOUSEHOLD, END INTERVIEW-CODE 11.

k. CHECK:

23- 1( ) Male 2( ) Female

OFFICE USE ONLY

RESPONDENT _____ PHONE _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

INTERVIEWER _____ DATE _____

SAMPLE SEGMENT _____ 24- 25- 26- 27- 28-

Associates for Research in Behavior, Inc.
3401 Market Street
Philadelphia, Pennsylvania 19104

OMB # 22-5-78004
September, 1978
Job #8583

ENLISTMENT STUDY - GROUPS A AND B QUESTIONNAIRE - FORM 2

Your household has been chosen by chance. Any information you give us is held completely confidential by our firm. Participation in the survey is voluntary and there will be no consequences for failure to respond to any particular questions.

2. Are you currently attending any type of school or college?

29- 1( ) Yes (#4 NEXT) 2( ) No

3. IF NO:
Are you planning to attend any type of school or college in the next year or so?

30- 1( ) Yes 2( ) No (#7 NEXT)

4. IF YES IN #2 OR #3:
What type of school are you attending/planning to attend?

31- 1( ) High school
2( ) Vocational training school after high school (#6 NEXT)
3( ) Two-year college (#6 NEXT)
4( ) Four-year college (#6 NEXT)

5. IF HIGH SCHOOL:
Do you plan to go on to vocational training or college after high school?

32- 1( ) Yes (#7 NEXT) 2( ) No (#7 NEXT)

33- 6. IF COLLEGE OR VOCATIONAL TRAINING IN #4:
How many courses are you taking/planning to take?_____

7. Are you currently employed outside your home?

34- 1( ) Yes 2( ) No (#11 NEXT)

35-36- 8a. IF YES:
How many hours a week do you regularly work?_____

37- 8b. On the average, how many weekends a month do you work?_____

8c. Do you work on a rotating shift?

38- 1( ) Yes 2( ) No

9. How satisfied are you with your present job? Are you:

39- 1( ) Very satisfied, 3( ) Somewhat dissatisfied, or
2( ) Somewhat satisfied, 4( ) Very dissatisfied?

10. How long have you been employed there?

40- 1( ) Less than 6 months 3( ) 1 - 5 years
2( ) 6 months - 11 months 4( ) More than 5 years

SKIP TO Q. 12 NEXT.

11. IF NOT CURRENTLY EMPLOYED IN Q. 7:
Are you looking for work?

41- 1( ) Yes 2( ) No

12. How difficult do you think it is for someone in your type of work to find a job in your area? Is it:

42- 1( ) Very difficult, 3( ) Somewhat easy, or
2( ) Somewhat difficult, 4( ) Very easy?

13. Now I'm going to read you a list of several things which young people your age might do in the next few years. For each one I read, please tell me how likely it is that you will be doing that. For instance, how likely is it that you would be (READ STATEMENT)? Would you say definitely, probably, probably not, or definitely not?

		Definitely	Probably	Probably Not	Definitely Not	DK/ Not Sure
a.	Working in a factory	43-1( )	2( )	3( )	4( )	9( )
b.	Working at a desk in a business office	44-1( )	2( )	3( )	4( )	9( )
c.	Working as a salesperson	45-1( )	2( )	3( )	4( )	9( )
	FOR STATEMENTS d THROUGH i, START WITH STARRED ITEM FIRST; ROTATE THRU REMAINDER.					
d.	Serving in the Army National Guard	46-1( )	2( )	3( )	4( )	9( )
e.	Serving in the Air National Guard	47-1( )	2( )	3( )	4( )	9( )
f.	Serving in the Army Reserve	48-1( )	2( )	3( )	4( )	9( )
g.	Serving in the Air Force Reserve	49-1( )	2( )	3( )	4( )	9( )
h.	Serving in the Marine Corps Reserve	50-1( )	2( )	3( )	4( )	9( )
i.	Serving in the Navy Reserve	51-1( )	2( )	3( )	4( )	9( )
	STATEMENT J IS ALWAYS ASKED LAST.					
j.	Serving in the active military	52-1( )	2( )	3( )	4( )	9( )

14. Have you ever received recruiting literature from the military services?

53- 1( ) Yes 2( ) No (#16 NEXT)

15a. IF YES:
About how many pieces of literature did you receive during the last six months?

54- 1( ) None (#16 NEXT) 3( ) 4 - 6
2( ) 1 - 3 4( ) 7 or more

15b. What do you usually do with the literature you receive? CHECK ALL MENTIONED BY RESPONDENT

55- 1( ) Send in coupons in it
56- 2( ) Read it
57- 3( ) Save it to consider later
58- 4( ) Throw it away
59-( ) Other_____ WRITE IN

16. Did a recruiter ever talk with you about joining the National Guard or Reserves?

60- 1( ) Yes 2( ) No (#18 NEXT)

17. IF YES:
Was your discussion with the recruiter:

61- 1( ) Very helpful to you, 3( ) Not very helpful to you?
2( ) Somewhat helpful to you, or

18. Did you ever send in a pre-addressed coupon for information about the National Guard or Reserves?

62- 1( ) Yes 2( ) No

19. Did you ever actually apply to join the National Guard or Reserves?

63- 1( ) Yes 2( ) No

20. Do you have a health problem which you think might prevent your joining the military?

64- 1( ) Yes 2( ) No 9( ) Don't know

21a. The requirements and benefits of the Active Military, the National Guard, and the Reserves vary somewhat.

For how long do you think you have to enlist, if you join the (NAME UNIT)?

	Active Military	Reserves
1 year	65- 1( )	67-1( )
2 years	2( )	2( )
3 years	3( )	3( )
4 years	4( )	4( )
5 years	5( )	5( )
6 years	6( )	6( )
Other: WRITE IN		
Don't know	9( )	9( )
	COL. 66 (0)	COL. 68 (0)

21b. How long is the period of active duty for initial training when you join the (NAME UNIT)?

	Reserves
None	69- 1( )
Less than 3 months	2( )
3 to 6 months	3( )
7 to 12 months	4( )
13 months to 2 years	5( )
More than 2 years	6( )
Don't know	9( )

22a. Now I would like to ask you a few questions about the Guard and Reserves.

Do you think you might lose pay from a regular job as a result of attending National Guard or Reserve drills and summer camp?

70- 1( ) Yes 2( ) No 9( ) Don't know

22b. In the Guard/Reserve, how difficult do you think the following situations would be? Do you believe that (READ ITEM) is very difficult, somewhat difficult, not very difficult, or not at all difficult?

		DIFFICULT			
		Very	Somewhat	Not Very	Not At All
a.	Men taking orders from women	71-1( )	2( )	3( )	4( )
b.	Women taking orders from men	72-1( )	2( )	3( )	4( )
c.	Women taking orders from women	73-1( )	2( )	3( )	4( )

23a. Different people have different ideas about the military. How well do you think the following statements describe the Active Military Service? Is the statement (READ ITEM), very true of the Active Military, somewhat true, neither true nor untrue, somewhat untrue, or not at all true?

		TRUE			Somewhat	Not At All
		Very	Somewhat	Neither	Untrue	True
a.	Provides community services	74-1( )	2( )	3( )	4( )	5( )
b.	Offers good training	75-1( )	2( )	3( )	4( )	5( )
c.	Offers travel and other exciting opportunities	76-1( )	2( )	3( )	4( )	5( )
d.	Offers a place only for "losers"	77-1( )	2( )	3( )	4( )	5( )
e.	Offers important benefits to the individual	78-1( )	2( )	3( )	4( )	5( )

LIST CONTINUED ON NEXT PAGE

23a. CONTINUED

		TRUE Very	TRUE Somewhat	Neither	Somewhat Untrue	Not At All True
f.	Offers challenging work	79-1( )	2( )	3( )	4( )	5( )
g.	Gives you discipline	80-1( )	2( )	3( )	4( )	5( )
h.	Requires committing a great deal of one's life	COL. 1 (2) COLS. 2-11 (DUPLICATE) 12-1( )	2( )	3( )	4( )	5( )
i.	Needed in today's world	13-1( )	2( )	3( )	4( )	5( )
j.	Is filled with war-like people	14-1( )	2( )	3( )	4( )	5( )
k.	Requires hard work	15-1( )	2( )	3( )	4( )	5( )

COLS. 16-26 (0)

23b. For each of the following statements, rate how well you think it describes the Reserves, that is, is it very true of the Reserves, somewhat true, neither true nor untrue, somewhat untrue, or not at all true?

		TRUE Very	TRUE Somewhat	Neither	Somewhat Untrue	Not At All True
a.	Provides community services	27-1( )	2( )	3( )	4( )	5( )
b.	Offers good training	28-1( )	2( )	3( )	4( )	5( )
c.	Offers travel and other exciting opportunities	29-1( )	2( )	3( )	4( )	5( )
d.	Offers a place only for "losers"	30-1( )	2( )	3( )	4( )	5( )
e.	Offers important benefits to the individual	31-1( )	2( )	3( )	4( )	5( )
f.	Offers challenging work	32-1( )	2( )	3( )	4( )	5( )
g.	Gives you discipline	33-1( )	2( )	3( )	4( )	5( )
h.	Requires committing a great deal of one's life	34-1( )	2( )	3( )	4( )	5( )
i.	Needed in today's world	35-1( )	2( )	3( )	4( )	5( )
j.	Is filled with war-like people	36-1( )	2( )	3( )	4( )	5( )
k.	Requires hard work	37-1( )	2( )	3( )	4( )	5( )

COLS. 38-42 (0)

24. How likely would you be to enlist in the Guard/Reserve if you had to sign up for (NAME ITEM) -- would you definitely enlist, probably enlist, probably not enlist, or definitely not enlist? (DO NOT READ "DON'T KNOW")

		ENLIST Definitely	ENLIST Probably	NOT ENLIST Probably	NOT ENLIST Definitely	Don't know
a.	6 years, the current length of time	43-1( )	2( )	3( )	4( )	9( )
b.	4 years	44-1( )	2( )	3( )	4( )	9( )
c.	2 years	45-1( )	2( )	3( )	4( )	9( )
d.	1 year	46-1( )	2( )	3( )	4( )	9( )

25. Now I'm going to read you another list of statements. As I read each one, please tell me if you strongly agree with the statement, agree somewhat, neither agree nor disagree, disagree somewhat, or strongly disagree with the statement? READ LIST

		AGREE Strongly	AGREE Somewhat	Neither	DISAGREE Somewhat	DISAGREE Strongly
a.	The National Guard or Reserves is a place to meet good friends and to make new and lasting friendships.	47-1( )	2( )	3( )	4( )	5( )
b.	I like being a member of a team.	48-1( )	2( )	3( )	4( )	5( )
c.	I would be proud to be a member of the National Guard or the Reserves.	49-1( )	2( )	3( )	4( )	5( )
d.	A nation should always be ready to fight.	50-1( )	2( )	3( )	4( )	5( )
e.	In my spare time I prefer doing things with others rather than being by myself.	51-1( )	2( )	3( )	4( )	5( )

LIST CONTINUED ON NEXT PAGE

25. CONTINUED

		AGREE			DISAGREE		
		Strongly	Somewhat	Neither	Somewhat	Strongly	
f.	The National Guard and the Reserves are highly respected in my community.	1( )	2( )	3( )	4( )	5( )	-52
g.	I've always liked the idea of wearing a uniform.	1( )	2( )	3( )	4( )	5( )	-53
h.	The military life is a pretty lonely one.	1( )	2( )	3( )	4( )	5( )	-54
i.	People should give time to help others in need.	1( )	2( )	3( )	4( )	5( )	-55
j.	The National Guard and Reserves are needed to maintain order in times of civil disturbance and riots.	1( )	2( )	3( )	4( )	5( )	-56
k.	The National Guard and the Reserves are needed to help in floods and other such disasters.	1( )	2( )	3( )	4( )	5( )	-57
l.	I like to become involved in projects in my community.	1( )	2( )	3( )	4( )	5( )	-58
m.	There should always be a clearly defined boss in any project.	1( )	2( )	3( )	4( )	5( )	-59
n.	I like to belong to organizations or groups which help me find more interesting things to do than being on my own.	1( )	2( )	3( )	4( )	5( )	-60
o.	Our country is too militaristic.	1( )	2( )	3( )	4( )	5( )	-61
p.	The National Guard or Reserves offers an opportunity to become involved in projects in my community.	1( )	2( )	3( )	4( )	5( )	-62
q.	I like the idea of belonging to a group such as volunteer firemen or civil defense which help people when they have trouble.	1( )	2( )	3( )	4( )	5( )	-63
r.	It is unnecessary for us to spend billions and billions of dollars each year for military preparations.	1( )	2( )	3( )	4( )	5( )	-64

26. Now I want you to think of the various things you might try or look into during the next six months. As I read each of the following, please tell me whether it is something you feel you are very likely to do in the next 6 months, somewhat likely to do, might or might not do, are somewhat unlikely to do, or are very unlikely to do.

		LIKELY			UNLIKELY		
		Very	Somewhat	Neither	Somewhat	Very	
a.	Send for literature about the military forces.	1( )	2( )	3( )	4( )	5( )	-65
b.	Talk to a recruiter for one of the military services.	1( )	2( )	3( )	4( )	5( )	-66
c.	Look for a job, or look to change jobs.	1( )	2( )	3( )	4( )	5( )	-67
d.	Take a physical or written test for military service.	1( )	2( )	3( )	4( )	5( )	-68
e.	Move from where I'm living now.	1( )	2( )	3( )	4( )	5( )	-69

27. People give various reasons for wanting to do different things with their spare time. As I read each of the following, please tell me how important or unimportant the reason would be to you personally for deciding to do a particular thing -- would it be very important, somewhat important, neither important nor unimportant, somewhat unimportant, or very unimportant to you personally:

		IMPORTANT			UNIMPORTANT	
		Very	Somewhat	Neither	Somewhat	Very
a.	Getting the opportunity to put my talents to work.	1( )	2( )	3( )	4( )	5( )-70
b.	Obtaining a good second source of income.	1( )	2( )	3( )	4( )	5( )-71
c.	Participating in activities that are exciting and adventurous.	1( )	2( )	3( )	4( )	5( )-72
d.	The opportunity to serve my country.	1( )	2( )	3( )	4( )	5( )-73
e.	Doing work that is challenging.	1( )	2( )	3( )	4( )	5( )-74
f.	Making good friends.	1( )	2( )	3( )	4( )	5( )-75
g.	Developing a sense of discipline.	1( )	2( )	3( )	4( )	5( )-76
h.	Working for a better society.	1( )	2( )	3( )	4( )	5( )-77
i.	The opportunity to serve my community.	COLS.78-80 (0) 1( )		COL.1 (3) 3( )	COLS.2-11 (DUPLICATE) 4( )	5( )-12
j.	Being with others who are like myself.	1( )	2( )	3( )	4( )	5( )-13
k.	Gaining recognition and status.	1( )	2( )	3( )	4( )	5( )-14
l.	Learning a new trade or specialty.	1( )	2( )	3( )	4( )	5( )-15
m.	Being able to see how I stack up in competition with others.	1( )	2( )	3( )	4( )	5( )-16
n.	Learning new and unusual skills.	1( )	2( )	3( )	4( )	5( )-17
o.	Learning leadership skills.	1( )	2( )	3( )	4( )	5( )-18
p.	Meeting new kinds of people.	1( )	2( )	3( )	4( )	5( )-19

28. Now as I read you this list of statements again, please tell me if you think you would be more likely to accomplish each if you enlisted in the National Guard or Reserves, or by some other part-time job or activity. Would the National Guard or the Reserves -- or another job or activity be much more likely, or somewhat more likely to offer:

		Guard/Reserves			Other Part-Time Job/Activity	
		Much	Somewhat	Neither	Somewhat	Much
a.	Getting the opportunity to put my talents to work.	1( )	2( )	3( )	4( )	5( )-20
b.	Obtaining a good second source of income.	1( )	2( )	3( )	4( )	5( )-21
c.	Participating in activities that are exciting and adventurous.	1( )	2( )	3( )	4( )	5( )-22
d.	The opportunity to serve my country.	1( )	2( )	3( )	4( )	5( )-23
e.	Doing work that is challenging.	1( )	2( )	3( )	4( )	5( )-24
f.	Making good friends.	1( )	2( )	3( )	4( )	5( )-25
g.	Developing a sense of discipline.	1( )	2( )	3( )	4( )	5( )-26
h.	Working for a better society.	1( )	2( )	3( )	4( )	5( )-27
i.	The opportunity to serve my community.	1( )	2( )	3( )	4( )	5( )-28
j.	Being with others who are like myself.	1( )	2( )	3( )	4( )	5( )-29
k.	Gaining recognition and status.	1( )	2( )	3( )	4( )	5( )-30
l.	Learning a new trade or specialty.	1( )	2( )	3( )	4( )	5( )-31
m.	Being able to see how I stack up in competition with others.	1( )	2( )	3( )	4( )	5( )-32
n.	Learning new and unusual skills.	1( )	2( )	3( )	4( )	5( )-33
o.	Learning leadership skills.	1( )	2( )	3( )	4( )	5( )-34
p.	Meeting new kinds of people.	1( )	2( )	3( )	4( )	5( )-35

29. If you were to join the National Guard or the Reserves, how likely or unlikely do you think the following things would be? How likely is their occurrence? As I read each statement, please tell me if it would be very likely to exist or occur, somewhat likely, neither likely nor unlikely, somewhat unlikely, or very unlikely to exist or occur:

		LIKELY			UNLIKELY		
		Very	Somewhat	Neither	Somewhat	Very	
a.	Having a job that's not too demanding.	1( )	2( )	3( )	4( )	5( )	-36
b.	Taking too much time away from your personal and social activities.	1( )	2( )	3( )	4( )	5( )	-37
c.	Having military supervisors who would hassle or harrass you.	1( )	2( )	3( )	4( )	5( )	-38
d.	Being with women who want to compete with men.	1( )	2( )	3( )	4( )	5( )	-39
e.	Losing a chance to progress toward a solid job and job security.	1( )	2( )	3( )	4( )	5( )	-40
f.	Taking too much time away from your family during drills.	1( )	2( )	3( )	4( )	5( )	-41
g.	Losing a chance for educational progress.	1( )	2( )	3( )	4( )	5( )	-42
h.	Being in a position to have to kill other people in a disturbance or a war.	1( )	2( )	3( )	4( )	5( )	-43
i.	Having to follow routine for the mere sake of the routine.	1( )	2( )	3( )	4( )	5( )	-44
j.	Being in a position to be killed by others, in a disturbance or a war.	1( )	2( )	3( )	4( )	5( )	-45
k.	Being called to active duty in case of civil disturbances or riots.	1( )	2( )	3( )	4( )	5( )	-46
l.	Being with women who are confident in their abilities.	1( )	2( )	3( )	4( )	5( )	-47
m.	Having problems with your job because of National Guard or Reserve obligations.	1( )	2( )	3( )	4( )	5( )	-48
n.	Being called to active duty in case of war.	1( )	2( )	3( )	4( )	5( )	-49
o.	Having to take orders from someone who does not know as much as you do.	1( )	2( )	3( )	4( )	5( )	-50

30. From time to time, people have discussed a National Service requirement for U.S. citizens. According to one version of this, all young people between the ages of 18 and 26 would be required to spend one year in one of several service agencies, such as the Peace Corps, Vista, or the National Guard or the Reserves. How would you personally feel about such a requirement for all U.S. young people? Would you be:

51- 1( ) Strongly in favor,
2( ) Somewhat in favor,
3( ) Neither in favor nor opposed,
4( ) Somewhat opposed, or
5( ) Strongly opposed?

31. Suppose that Congress passed a law instituting such a National Service requirement, and that you had to choose a place to spend your service year. As I read each of the following, please tell me whether it is an agency that you would very much like to serve with, somewhat like to serve with, would neither like nor dislike serving with, somewhat dislike to serve with, or strongly dislike to serve with:

		LIKE			DISLIKE		
		Very	Somewhat	Neither	Somewhat	Strongly	
a.	Peace Corps or Vista	1( )	2( )	3( )	4( )	5( )	-52
b.	One of the active military forces (Army, Navy, etc.)	1( )	2( )	3( )	4( )	5( )	-53
c.	Working in hospitals or old people's homes	1( )	2( )	3( )	4( )	5( )	-54
d.	National Guard or Reserves	1( )	2( )	3( )	4( )	5( )	-55
e.	A United Way Agency such as Salvation Army, YMCA's or YMHA's, or Red Cross	1( )	2( )	3( )	4( )	5( )	-56

COLS. 57-72 (0)

32. Now I'm going to read you a list of statements. As I read each one, please tell me if you strongly agree with the statement, somewhat agree, neither agree nor disagree, disagree somewhat, or strongly disagree with the statement:

		AGREE			DISAGREE		
		Strongly	Somewhat	Neither	Somewhat	Strongly	
a.	Any woman who joins the National Guard or the Reserves has no complaint coming if men treat her badly.	1( )	2( )	3( )	4( )	5( )	-73
b.	Women do not have the physical strength and endurance to be military personnel.	1( )	2( )	3( )	4( )	5( )	-74
c.	The military life is a good influence on most young people.	1( )	2( )	3( )	4( )	5( )	-75
d.	Women think less clearly than men, and are more emotional.	1( )	2( )	3( )	4( )	5( )	-76
e.	Women in the National Guard or the Reserves can fill a vital function as members of combat-ready units.	1( )	2( )	3( )	4( )	5( )	-77
f.	Participation in the National Guard or Reserves would interfere with a woman's family responsibility.	1( )	2( )	3( )	4( )	5( )	-78
g.	Women are not likely to be treated fairly in the military, with regard to recognition and promotion.	1( )	2( )	3( )	4( )	5( )	-79
h.	A woman can find more non-traditional jobs available to her in the military than in the civilian world.	1( )	2( )	3( )	4( )	5( )	-80
i.	Women have a tougher time adjusting to military life than do men.	COL. 1 (4) 1( )	COLS. 2-11 (DUPLICATE) 2( )	3( )	4( )	5( )	-12
j.	Women in the National Guard or the Reserves can be very useful in such non-traditional occupations as radar technicians and mechanics.	1( )	2( )	3( )	4( )	5( )	-13
k.	Women in the military are less feminine than other women.	1( )	2( )	3( )	4( )	5( )	-14
l.	The discipline of the military injures self-respect and individualism.	1( )	2( )	3( )	4( )	5( )	-15
m.	Women in the National Guard or the Reserves can be very useful in the traditional occupations of nursing and secretarial work.	1( )	2( )	3( )	4( )	5( )	-16
n.	Employers value people who have had military training.	1( )	2( )	3( )	4( )	5( )	-17

33. Please tell me if you would be more likely (NAME ITEM) if you enlisted in the National Guard or Reserves or by another part-time job or using your spare time in another way. Would the National Guard or Reserves/other job/activity be much more likely or somewhat more likely to enable you to do this?

	Guard/Reserves			Other Part-Time Job/Activity		
	Much	Somewhat	Neither	Somewhat	Much	
a. To achieve your life's goals	1( )	2( )	3( )	4( )	5( )	-18
b. To live a productive life	1( )	2( )	3( )	4( )	5( )	-19

34a. And now a few questions for classification purposes. Are you:

20- 1( ) Married,
2( ) Single, (#34c NEXT)
3( ) Widowed, divorced, or (#34c NEXT)
4( ) Separated? (#35 NEXT)

34b. IF MARRIED:
Is your spouse working?

21- 1( ) Yes (#35 NEXT)
2( ) No (#35 NEXT)

34c. IF SINGLE, WIDOWED, OR DIVORCED:
Are you planning to get married in the next 12 months?

22- 1( ) Yes
2( ) No

35. Do you own your own home?

23- 1( ) Yes
2( ) No

36. What was the last grade of school or college <u>your father</u> completed?

24- 1( ) Less than high school graduate
2( ) High school graduate
3( ) Vocational/training school after high school
4( ) Some college
5( ) College graduate or more
9( ) Don't know

37. Was your father a <u>career</u> military man?

25- 1( ) Yes
2( ) No
9( ) Don't know
} #39 NEXT

38. IF YES:
How do you think he would rate his military career -- would he say he was:

26- 1( ) Very satisfied,
2( ) Somewhat satisfied,
3( ) Neither satisfied nor dissatisfied,
4( ) Somewhat dissatisfied, or
5( ) Very dissatisfied?
9( ) Don't know

39. What was the last grade of school or college <u>your mother</u> completed?

27- 1( ) Less than high school graduate
2( ) High school graduate
3( ) Vocational/training school after high school
4( ) Some college
5( ) College graduate or more
9( ) Don't know

40. Excluding yourself, how many dependents do you have?

28- 1( ) None
2( ) One
3( ) Two
4( ) Three
5( ) Four
6( ) Five or more

41. During your high school years, would you say you were an:

29- 1( ) A student,
2( ) B student,
3( ) C student,
4( ) D student, or
5( ) F student?

42. Some people view the different components of the military as very similar and some people view them as very different. Do you feel the (READ ITEM) are very similar to one another, somewhat similar to one another, somewhat different from one another, or very different from one another? (DO NOT READ "DON'T KNOW")

		SIMILAR		DIFFERENT		
		Very	Somewhat	Somewhat	Very	Don't know
a.	National Guard and the Active Military	1( )	2( )	3( )	4( )	9( )-30
b.	Active Military and the Reserves	1( )	2( )	3( )	4( )	9( )-31
c.	National Guard and the Reserves	1( )	2( )	3( )	4( )	9( )-32

43a. How many brothers and sisters do you have?_____ 0( ) None (#44a NEXT) -33

43b. How many are older than you?_____ 0( ) None -34

43c. Have any of them served in the military?

35- 1( ) Yes
2( ) No

44a. I'd like you to think of your two best male friends and your two best female friends. (PAUSE.) Have any of them joined the military or talked recently about going into the active military or the National Guard or Reserves?

36- 1( ) Yes
2( ) No (#45 NEXT)

44b. IF YES:
How many of your friends joined?_____ -37

45. Now I'd like you to think about what those people who are closest to you might think if you were to join the National Guard or the Reserves. Some people think about their father, their mother, sisters or brothers, a husband or wife, best friends, or about employers or coworkers. When you think about those who matter most to you, do you think most would be very pleased, somewhat pleased, neither pleased nor displeased, somewhat displeased, or very displeased if you were to enlist in the National Guard or the Reserves?

38- 1( ) Very pleased
2( ) Somewhat pleased
3( ) Neither pleased nor displeased
4( ) Somewhat displeased
5( ) Very displeased
9( ) Don't know

46. And just to be sure we are representing all groups in this survey, please tell me whether you would describe yourself as:

39- 1( ) Spanish surname
2( ) American Indian or Alaska Native
3( ) Black
4( ) Asian or Pacific Islander
5( ) White
( ) Other_____ WRITE IN

47a. And last, what is your social security number? (IF CAN'T REMEMBER, ASK RESPONDENT TO OBTAIN NOW.)

40- 1( ) __ __ __ - __ __ - __ __ __ __

2( ) Can't remember and can't find readily
3( ) No social security number
——GO TO RESPONDENT NAME, ETC.

4( ) Refusal
5( ) Asks reasons
——#47b NEXT

47b. We need this information for use in a study relating later enlistments in the National Guard and Reserves to some of the ideas we've been discussing in this interview. (IF CAN'T REMEMBER, ASK RESPONDENT TO OBTAIN NOW.)

41- 1( ) __ __ __ - __ __ - __ __ __ __

2( ) Can't remember and can't find readily
3( ) No social security number
4( ) Refusal

SS #:
42-
43-
44-
45-
46-
47-
48-
49-
50-

Interviewer:
51-
52-
53-

Interview:
54-
55-
56-
57-

RESPONDENT _____ PHONE _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

INTERVIEWER _____ DATE _____

SAMPLE SEGMENT _____

Associates for Research in Behavior, Inc.
3401 Market Street
Philadelphia, Pennsylvania 19104

OMB # 22-5-78004
September, 1978
Job #8583

TELEPHONE #_____ GROUP C SCREENER ID #
COL. 1 (1)

Hello, I'm_____ from Associates for Research in Behavior, a research company in Philadelphia. May I please speak with (NAME ON CALL RECORD)? We are conducting a survey for the Federal Government and would like to have your opinion.

COL. 2 (2)
FORM- COL. 3-
COLS. 4-6 (0)

1a. Have you ever been in the military service?

1( ) Yes 2( ) No (END INTERVIEW-CODE 8)

ID #1- 7-
ID #2- 8-
9-
10-
11-

b. IF YES:
Are you currently serving in the military?

1( ) Yes (END INTERVIEW-CODE 9) 2( ) No

c. IF NO:
Are you currently a member of the active reserves in paid drill status, that is, going to night or weekend unit training assemblies and/or summer training camp?

1( ) Yes (END INTERVIEW-CODE 10) 2( ) No

CALL EVENT- COL. 12-
13-
CALL OUTCOME- COL. 14-

d. IF NO:
15- For how many months and years were you in the military service?

1( ) Less than 2 years (END INTERVIEW-CODE 11)
2( ) 2 years -- 2 years, 11 mos.
3( ) 3 years -- 3 years, 11 mos.
4( ) 4 years -- 4 years, 11 mos.
5( ) 5 years -- 5 years, 11 mos.
6( ) 6 years or more (END INTERVIEW-CODE 11)

e. In what month and year did you enter the military service?

16-
1( ) Before November 1972 (END INTERVIEW-CODE 11)
2( ) November - December 1972
3( ) January - December 1973
4( ) January - December 1974
5( ) January - December 1975
6( ) January - November 1976
7( ) November 1976 or later (END INTERVIEW-CODE 11)

f. In what month and year were you released from the military service?

17-
1( ) Before November 1974 (END INTERVIEW-CODE 11)
2( ) November - December 1974
3( ) January - December 1975
4( ) January - December 1976
5( ) January - December 1977
6( ) January - November 1978

g. In what branch of the military did you serve?

18-
1( ) Air Force
2( ) Army
3( ) Coast Guard
4( ) Marines
5( ) Navy

h. How old are you?

19-
1( ) Under 20
2( ) 20 - 24
3( ) 25 - 29
4( ) 30 - 34
5( ) 35 - 39
6( ) 40 or older

COLS.20-21 (0)

i. What is the last year of school or college you completed?

22-
1( ) Less than high school graduate
2( ) High school graduate
3( ) Vocational school/training after high school
4( ) Some college
5( ) College graduate
6( ) Post graduate work

OFFICE USE ONLY COL. 23 (1)

RESPONDENT_____ PHONE_____

ADDRESS_____

CITY_____ STATE_____ ZIP_____

INTERVIEWER_____ DATE_____

SAMPLE SEGMENT_____ 24- 25- 26- 27- 28-

Associates for Research in Behavior, Inc.
3401 Market Street
Philadelphia, Pennsylvania 19104

OMB # 22-5-78004
September, 1978
Job #8583

ENLISTMENT STUDY - GROUP C QUESTIONNAIRE - FORM 1

Your household has been chosen by chance. Any information you give us is held completely confidential by our firm. Participation in the survey is voluntary and there will be no consequences for failure to respond to any particular questions.

2. Are you currently attending any type of school or college?

29- 1( ) Yes (#4 NEXT) 2( ) No

IF NO:
Are you planning to attend any type of school or college in the next year or so?

30- 1( ) Yes 2( ) No (#7 NEXT)

4. IF YES IN #2 OR #3:
What type of school are you attending/planning to attend?

31- 1( ) High school
2( ) Vocational training school after high school (#6 NEXT)
3( ) Two-year college (#6 NEXT)
4( ) Four-year college (#6 NEXT)

5. IF HIGH SCHOOL:
Do you plan to go on to vocational training or college after high school?

32- 1( ) Yes (#7 NEXT) 2( ) No (#7 NEXT)

6. IF COLLEGE OR VOCATIONAL TRAINING IN #4:
How many courses are you taking/planning to take?_____

7. Are you currently employed outside your home?

34- 1( ) Yes 2( ) No (#11 NEXT)

35- 8a. IF YES:
How many hours a week do you regularly work?_____

37- 8b. On the average, how many weekends a month do you work?_____

8c. Do you work on a rotating shift?

38- 1( ) Yes 2( ) No

9. How satisfied are you with your present job? Are you:

39- 1( ) Very satisfied, 3( ) Somewhat dissatisfied, or
2( ) Somewhat satisfied, 4( ) Very dissatisfied?

10. How long have you been employed there?

40- 1( ) Less than 6 months 3( ) 1 - 5 years
2( ) 6 months - 11 months 4( ) More than 5 years

SKIP TO Q. 12 NEXT.

11. IF NOT CURRENTLY EMPLOYED IN Q. 7:
Are you looking for work?

41- 1( ) Yes 2( ) No

12. How difficult do you think it is for someone in your type of work to find a job in your area? Is it:

42- 1( ) Very difficult, 3( ) Somewhat easy, or
2( ) Somewhat difficult, 4( ) Very easy?

13. Now I'm going to read you a list of several things which young people your age might do in the next few years. For each one I read, please tell me how likely it is that you will be doing that. For instance, how likely is it that you would be (READ STATEMENT)? Would you say definitely, probably, probably not, or definitely not?

		Definitely	Probably	Probably Not	Definitely Not	DK/ Not Sure
a.	Working in a factory	43-1( )	2( )	3( )	4( )	9( )
b.	Working at a desk in a business office	44-1( )	2( )	3( )	4( )	9( )
c.	Working as a salesperson	45-1( )	2( )	3( )	4( )	9( )
	FOR STATEMENTS d THROUGH i, START WITH STARRED ITEM FIRST; ROTATE THRU REMAINDER.					
d.	Serving in the Army National Guard	46-1( )	2( )	3( )	4( )	9( )
e.	Serving in the Air National Guard	47-1( )	2( )	3( )	4( )	9( )
f.	Serving in the Army Reserve	48-1( )	2( )	3( )	4( )	9( )
g.	Serving in the Air Force Reserve	49-1( )	2( )	3( )	4( )	9( )
h.	Serving in the Marine Corps Reserve	50-1( )	2( )	3( )	4( )	9( )
i.	Serving in the Navy Reserve	51-1( )	2( )	3( )	4( )	9( )
	STATEMENT J IS ALWAYS ASKED LAST.					
j.	Serving in the active military	52-1( )	2( )	3( )	4( )	9( )

14. Have you ever received recruiting literature from the National Guard/Reserves?

53- 1( ) Yes 2( ) No (#16 NEXT)

15a. IF YES:
About how many pieces of literature did you receive during the last six months?

54- 1( ) None (#16 NEXT) 3( ) 4 - 6
2( ) 1 - 3 4( ) 7 or more

15b. What do you usually do with the literature you receive? CHECK ALL MENTIONED BY RESPONDENT

55- 1( ) Send in coupons in it
56- 2( ) Read it
57- 3( ) Save it to consider later
58- 4( ) Throw it away
59-( ) Other _____ WRITE IN

16. Did a recruiter ever talk with you about joining the National Guard or Reserves?

60- 1( ) Yes 2( ) No (#18 NEXT)

17. IF YES:
Was your discussion with the recruiter:

61- 1( ) Very helpful to you, 3( ) Not very helpful to you?
2( ) Somewhat helpful to you, or

COL. 62 (0)

19. Did you ever actually apply to join the National Guard or Reserves?

63- 1( ) Yes 2( ) No

COLS. 64-65 (0)

21a. The requirements and benefits of the Active Military, the National Guard, and the Reserves vary somewhat.

For how long do you think you have to enlist, if you join the (NAME UNIT)?

	National Guard
1 year	66- 1( )
2 years	2( )
3 years	3( )
4 years	4( )
5 years	5( )
6 years	6( )
Other: WRITE IN	
Don't know	9( )

COLS. 67-69 (0)

22a. Now I would like to ask you a few questions about the Guard and Reserves.

Do you think you might lose pay from a regular job as a result of attending National Guard or Reserve drills and summer camp?

70- 1( ) Yes 2( ) No 9( ) Don't know

22b. In the Guard/Reserve, how difficult do you think the following situations would be? Do you believe that (READ ITEM) is very difficult, somewhat difficult, not very difficult, or not at all difficult?

		DIFFICULT			
		Very	Somewhat	Not Very	Not At All
a.	Men taking orders from women	71-1( )	2( )	3( )	4( )
b.	Women taking orders from men	72-1( )	2( )	3( )	4( )
c.	Women taking orders from women	73-1( )	2( )	3( )	4( )

23a. Different people have different ideas about the military. How well do you think the following statements describe the Active Military Service? Is the statement (READ ITEM), very true of the Active Military, somewhat true, neither true nor untrue, somewhat untrue, or not at all true?

		TRUE			Somewhat	Not At All
		Very	Somewhat	Neither	Untrue	True
a.	Provides community services	74-1( )	2( )	3( )	4( )	5( )
b.	Offers good training	75-1( )	2( )	3( )	4( )	5( )
c.	Offers travel and other exciting opportunities	76-1( )	2( )	3( )	4( )	5( )
d.	Offers a place only for "losers"	77-1( )	2( )	3( )	4( )	5( )
e.	Offers important benefits to the individual	78-1( )	2( )	3( )	4( )	5( )

LIST CONTINUED ON NEXT PAGE

23a. CONTINUED

	TRUE Very	TRUE Somewhat	Neither	Somewhat Untrue	Not At All True
f. Offers challenging work	79-1( )	2( )	3( )	4( )	5( )
g. Gives you discipline	80-1( )	2( )	3( )	4( )	5( )
h. Requires committing a great deal of one's life	COL. 1 (2)	COLS. 2-11 (DUPLICATE)			
	12-1( )	2( )	3( )	4( )	5( )
i. Needed in today's world	13-1( )	2( )	3( )	4( )	5( )
j. Is filled with war-like people	14-1( )	2( )	3( )	4( )	5( )
k. Requires hard work	15-1( )	2( )	3( )	4( )	5( )

23b. For each of the following statements, rate how well you think it describes the National Guard, that is, is it very true of the National Guard, somewhat true, neither true nor untrue, somewhat untrue, or not at all true?

	TRUE Very	TRUE Somewhat	Neither	Somewhat Untrue	Not At All True
a. Provides community services	16-1( )	2( )	3( )	4( )	5( )
b. Offers good training	17-1( )	2( )	3( )	4( )	5( )
c. Offers travel and other exciting opportunities	18-1( )	2( )	3( )	4( )	5( )
d. Offers a place only for "losers"	19-1( )	2( )	3( )	4( )	5( )
e. Offers important benefits to the individual	20-1( )	2( )	3( )	4( )	5( )
f. Offers challenging work	21-1( )	2( )	3( )	4( )	5( )
g. Gives you discipline	22-1( )	2( )	3( )	4( )	5( )
h. Requires committing a great deal of one's life	23-1( )	2( )	3( )	4( )	5( )
i. Needed in today's world	24-1( )	2( )	3( )	4( )	5( )
j. Is filled with war-like people	25-1( )	2( )	3( )	4( )	5( )
k. Requires hard work	26-1( )	2( )	3( )	4( )	5( )

COLS. 27-37 (0)

23c. I'd like to change the topic now. I notice that you were in the (NAME SERVICE FROM SCREENER). Overall, how satisfied were you with the time you spent in the (NAME SERVICE) -- were you:

38- 1( ) Very satisfied,
2( ) Somewhat satisfied,
3( ) Neither satisfied nor dissatisfied,
4( ) Somewhat dissatisfied, or
5( ) Very dissatisfied with the service?

23d. Did you get the MOS or specialty or AFSC you wanted when you joined the service?

39- 1( ) Yes 2( ) No

23e. How satisfied were you with your MOS or specialty or AFSC -- were you:

40- 1( ) Very satisfied,
2( ) Somewhat satisfied,
3( ) Neither satisfied nor dissatisfied,
4( ) Somewhat dissatisfied, or
5( ) Very dissatisfied with the service?

23f. What was your grade when you left the service?

41- 1( ) E-1 6( ) E-6
2( ) E-2 7( ) E-7
3( ) E-3 8( ) E-8
4( ) E-4 9( ) E-9
5( ) E-5

23g. Did you enlist in the service or were you drafted?

42- 1( ) Enlisted 2( ) Drafted

24. How likely would you be to enlist in the Guard/Reserve if you had to sign up for (NAME ITEM) -- would you definitely enlist, probably enlist, probably not enlist, or definitely not enlist? (DO NOT READ "DON'T KNOW")

		ENLIST		NOT ENLIST		Don't
		Definitely	Probably	Probably	Definitely	know
a.	6 years, the current length of time	43-1( )	2( )	3( )	4( )	9( )
b.	4 years	44-1( )	2( )	3( )	4( )	9( )
c.	2 years	45-1( )	2( )	3( )	4( )	9( )
d.	1 year	46-1( )	2( )	3( )	4( )	9( )

25. Now I'm going to read you another list of statements. As I read each one, please tell me if you strongly agree with the statement, agree somewhat, neither agree nor disagree, disagree somewhat, or strongly disagree with the statement? READ LIST

		AGREE			DISAGREE	
		Strongly	Somewhat	Neither	Somewhat	Strongly
a.	The National Guard or Reserves is a place to meet good buddies and make lasting friendships.	47-1( )	2( )	3( )	4( )	5( )
b.	I like being a member of a team.	48-1( )	2( )	3( )	4( )	5( )
c.	I would be proud to be a member of the National Guard or the Reserves.	49-1( )	2( )	3( )	4( )	5( )
d.	A nation should always be ready to fight.	50-1( )	2( )	3( )	4( )	5( )
e.	In my spare time I prefer doing things with others rather than being by myself.	51-1( )	2( )	3( )	4( )	5( )

LIST CONTINUED ON NEXT PAGE

25. CONTINUED

	AGREE			DISAGREE		
	Strongly	Somewhat	Neither	Somewhat	Strongly	
f. The National Guard and the Reserves are highly respected in my community.	1( )	2( )	3( )	4( )	5( )	-52
g. I've always liked the idea of wearing a uniform.	1( )	2( )	3( )	4( )	5( )	-53
h. The military life is a pretty lonely one.	1( )	2( )	3( )	4( )	5( )	-54
i. People should give time to help others in need.	1( )	2( )	3( )	4( )	5( )	-55
j. The National Guard and Reserves are needed to maintain order in times of civil disturbance and riots.	1( )	2( )	3( )	4( )	5( )	-56
k. The National Guard and the Reserves are needed to help in floods and other such disasters.	1( )	2( )	3( )	4( )	5( )	-57
l. I like to become involved in projects in my community.	1( )	2( )	3( )	4( )	5( )	-58
m. There should always be a clearly defined boss in any project.	1( )	2( )	3( )	4( )	5( )	-59
n. I like to belong to organizations or groups which help me find more interesting things to do than being on my own.	1( )	2( )	3( )	4( )	5( )	-60
o. Our country is too militaristic.	1( )	2( )	3( )	4( )	5( )	-61
p. The National Guard or Reserves offers an opportunity to become involved in projects in my community.	1( )	2( )	3( )	4( )	5( )	-62
q. I like the idea of belonging to a group such as volunteer firemen or civil defense which help people when they have trouble.	1( )	2( )	3( )	4( )	5( )	-63
r. It is unnecessary for us to spend billions and billions of dollars each year for military preparations.	1( )	2( )	3( )	4( )	5( )	-64

26. Now I want you to think of the various things you might try or look into during the next six months. As I read each of the following, please tell me whether it is something you feel you are very likely to do in the next 6 months, somewhat likely to do, might or might not do, are somewhat unlikely to do, or are very unlikely to do.

	LIKELY			UNLIKELY		
	Very	Somewhat	Neither	Somewhat	Very	
a. Send for literature about the military forces.	1( )	2( )	3( )	4( )	5( )	-65
b. Talk to a recruiter for one of the military services.	1( )	2( )	3( )	4( )	5( )	-66
c. Look for a job, or look to change jobs.	1( )	2( )	3( )	4( )	5( )	-67
d. Take a physical or written test for military service.	1( )	2( )	3( )	4( )	5( )	-68
e. Move from where I'm living now.	1( )	2( )	3( )	4( )	5( )	-69

27. People give various reasons for wanting to do different things with their spare time. As I read each of the following, please tell me how important or unimportant the reason would be to you personally for deciding to do a particular thing -- would it be very important, somewhat important, neither important nor unimportant, somewhat unimportant, or very unimportant to you personally:

		IMPORTANT			UNIMPORTANT	
		Very	Somewhat	Neither	Somewhat	Very
a.	Getting the opportunity to put my talents to work.	1( )	2( )	3( )	4( )	5( )-70
b.	Obtaining a good second source of income.	1( )	2( )	3( )	4( )	5( )-71
c.	Participating in activities that are exciting and adventurous.	1( )	2( )	3( )	4( )	5( )-72
d.	The opportunity to serve my country.	1( )	2( )	3( )	4( )	5( )-73
e.	Doing work that is challenging.	1( )	2( )	3( )	4( )	5( )-74
f.	Making good friends.	1( )	2( )	3( )	4( )	5( )-75
g.	Developing a sense of discipline.	1( )	2( )	3( )	4( )	5( )-76
h.	Working for a better society.	1( )	2( )	3( )	4( )	5( )-77
i.	The opportunity to serve my community.	COLS.78-80 (0) 1( )		COL.1 (3) 2( )	COLS.2-11 (DUPLICATE) 3( )	4( ) 5( )-12
j.	Being with others who are like myself.	1( )	2( )	3( )	4( )	5( )-13
k.	Gaining recognition and status.	1( )	2( )	3( )	4( )	5( )-14
l.	Learning a new trade or specialty.	1( )	2( )	3( )	4( )	5( )-15
m.	Being able to see how I stack up in competition with others.	1( )	2( )	3( )	4( )	5( )-16
n.	Learning new and unusual skills.	1( )	2( )	3( )	4( )	5( )-17
o.	Learning leadership skills.	1( )	2( )	3( )	4( )	5( )-18
p.	Meeting new kinds of people.	1( )	2( )	3( )	4( )	5( )-19

28. Now as I read you this list of statements again, please tell me if you think you would be more likely to accomplish each if you enlisted in the National Guard or Reserves, or by some other part-time job or activity. Would the National Guard or the Reserves -- or another job or activity be much more likely, or somewhat more likely to offer:

		Guard/Reserves			Other Part-Time Job/Activity	
		Much	Somewhat	Neither	Somewhat	Much
a.	Getting the opportunity to put my talents to work.	1( )	2( )	3( )	4( )	5( )-20
b.	Obtaining a good second source of income.	1( )	2( )	3( )	4( )	5( )-21
c.	Participating in activities that are exciting and adventurous.	1( )	2( )	3( )	4( )	5( )-22
d.	The opportunity to serve my country.	1( )	2( )	3( )	4( )	5( )-23
e.	Doing work that is challenging.	1( )	2( )	3( )	4( )	5( )-24
f.	Making good friends.	1( )	2( )	3( )	4( )	5( )-25
g.	Developing a sense of discipline.	1( )	2( )	3( )	4( )	5( )-26
h.	Working for a better society.	1( )	2( )	3( )	4( )	5( )-27
i.	The opportunity to serve my community.	1( )	2( )	3( )	4( )	5( )-28
j.	Being with others who are like myself.	1( )	2( )	3( )	4( )	5( )-29
k.	Gaining recognition and status.	1( )	2( )	3( )	4( )	5( )-30
l.	Learning a new trade or specialty.	1( )	2( )	3( )	4( )	5( )-31
m.	Being able to see how I stack up in competition with others.	1( )	2( )	3( )	4( )	5( )-32
n.	Learning new and unusual skills.	1( )	2( )	3( )	4( )	5( )-33
o.	Learning leadership skills.	1( )	2( )	3( )	4( )	5( )-34
p.	Meeting new kinds of people.	1( )	2( )	3( )	4( )	5( )-35

29. If you were to join the National Guard or the Reserves, how likely or unlikely do you think the following things would be? How likely is their occurrence? As I read each statement, please tell me if it would be very likely to exist or occur, somewhat likely, neither likely nor unlikely, somewhat unlikely, or very unlikely to exist or occur:

		LIKELY			UNLIKELY		
		Very	Somewhat	Neither	Somewhat	Very	
a.	Having a job that's not too demanding.	1( )	2( )	3( )	4( )	5( )	-36
b.	Taking too much time away from your personal and social activities.	1( )	2( )	3( )	4( )	5( )	-37
c.	Having military supervisors who would hassle or harrass you.	1( )	2( )	3( )	4( )	5( )	-38
d.	Being with women who want to compete with men.	1( )	2( )	3( )	4( )	5( )	-39
e.	Losing a chance to progress toward a solid job and job security.	1( )	2( )	3( )	4( )	5( )	-40
f.	Taking too much time away from your family during drills.	1( )	2( )	3( )	4( )	5( )	-41
g.	Losing a chance for educational progress.	1( )	2( )	3( )	4( )	5( )	-42
h.	Being in a position to have to kill other people in a disturbance or a war.	1( )	2( )	3( )	4( )	5( )	-43
i.	Having to follow routine for the mere sake of the routine.	1( )	2( )	3( )	4( )	5( )	-44
j.	Being in a position to be killed by others, in a disturbance or a war.	1( )	2( )	3( )	4( )	5( )	-45
k.	Being called to active duty in case of civil disturbances or riots.	1( )	2( )	3( )	4( )	5( )	-46
l.	Being with women who are confident in their abilities.	1( )	2( )	3( )	4( )	5( )	-47
m.	Having problems with your job because of National Guard or Reserve obligations.	1( )	2( )	3( )	4( )	5( )	-48
n.	Being called to active duty in case of war.	1( )	2( )	3( )	4( )	5( )	-49
o.	Having to take orders from someone who does not know as much as you do.	1( )	2( )	3( )	4( )	5( )	-50

30. From time to time, people have discussed a National Service requirement for U.S. citizens. According to one version of this, all young people between the ages of 18 and 26 would be required to spend one year in one of several service agencies, such as the Peace Corps, Vista, or the National Guard or the Reserves. How would you personally feel about such a requirement for all U.S. young people? Would you be:

51- 1( ) Strongly in favor,
2( ) Somewhat in favor,
3( ) Neither in favor nor opposed,
4( ) Somewhat opposed, or
5( ) Strongly opposed?

31. Suppose that Congress passed a law instituting such a National Service requirement, and that you had to choose a place to spend your service year. As I read each of the following, please tell me whether it is an agency that you would very much like to serve with, somewhat like to serve with, would neither like nor dislike serving with, somewhat dislike to serve with, or strongly dislike to serve with:

		LIKE			DISLIKE		
		Very	Somewhat	Neither	Somewhat	Strongly	
a.	Peace Corps or Vista	1( )	2( )	3( )	4( )	5( )	-52
b.	One of the active military forces (Army, Navy, etc.)	1( )	2( )	3( )	4( )	5( )	-53
c.	Working in hospitals or old people's homes	1( )	2( )	3( )	4( )	5( )	-54
d.	National Guard or Reserves	1( )	2( )	3( )	4( )	5( )	-55
e.	A United Way Agency such as Salvation Army, YMCA's or YMHA's, or Red Cross	1( )	2( )	3( )	4( )	5( )	-56

32. Now I'm going to read you a list of statements. As I read each one, please tell me if you strongly agree with the statement, somewhat agree, neither agree nor disagree, disagree somewhat, or strongly disagree with the statement:

		AGREE			DISAGREE		
		Strongly	Somewhat	Neither	Somewhat	Strongly	
a.	Young people need some time to find themselves after they finish school.	1( )	2( )	3( )	4( )	5( )	-57
b.	Other people around me seem very much aware of my talents and skills.	1( )	2( )	3( )	4( )	5( )	-58
c.	I want to know beforehand exactly what I'll be doing in the next year or two.	1( )	2( )	3( )	4( )	5( )	-59
d.	What happens to me is my own doing.	1( )	2( )	3( )	4( )	5( )	-60
e.	It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad luck anyhow.	1( )	2( )	3( )	4( )	5( )	-61
f.	You can't trust the government, because their policies are always changing.	1( )	2( )	3( )	4( )	5( )	-62
g.	It's no use worrying about politics; nobody can do anything about them anyhow.	1( )	2( )	3( )	4( )	5( )	-63
h.	There are too many choices a young person has to make in today's world.	1( )	2( )	3( )	4( )	5( )	-64
i.	Sometimes I feel the need to show my family what I can do.	1( )	2( )	3( )	4( )	5( )	-65
j.	Politicians and bureaucrats don't care about the people they're supposed to serve.	1( )	2( )	3( )	4( )	5( )	-66
k.	Older people make it really hard for young adults to find their position in life.	1( )	2( )	3( )	4( )	5( )	-67
l.	Military officers don't care about the people who have to serve under them.	1( )	2( )	3( )	4( )	5( )	-68
m.	My family sometimes doesn't understand my style of life.	1( )	2( )	3( )	4( )	5( )	-69
n.	You can't trust the military because their policies are always changing.	1( )	2( )	3( )	4( )	5( )	-70
o.	There are very few jobs really worth doing.	1( )	2( )	3( )	4( )	5( )	-71
p.	When I have to deal with different people, I feel like an actor playing different roles.	1( )	2( )	3( )	4( )	5( )	-72

33. Please tell me if you would be more likely (READ ITEM) if you enlisted in the National Guard or Reserves or by another part-time job or using your spare time in another way. Would the National Guard or Reserves/other job/activity be much more likely or somewhat more likely to enable you to do this?

	Guard/Reserves			Other Part-Time Job/Activity		
	Much	Somewhat	Neither	Somewhat	Much	
a. To achieve your life's goals	1( )	2( )	3( )	4( )	5( )	-18
b. To live a productive life	1( )	2( )	3( )	4( )	5( )	-19

34a. And now a few questions for classification purposes. Are you:

20- 1( ) Married,
2( ) Single, (#34c NEXT)
3( ) Widowed, divorced, or (#34c NEXT)
4( ) Separated? (#35 NEXT)

34b. IF MARRIED:
Is your spouse working?

21- 1( ) Yes (#35 NEXT)
2( ) No (#35 NEXT)

34c. IF SINGLE, WIDOWED, OR DIVORCED:
Are you planning to get married in the next 12 months?

22- 1( ) Yes
2( ) No

35. Do you own your own home?

23- 1( ) Yes
2( ) No

36. What was the last grade of school or college <u>your father</u> completed?

24- 1( ) Less than high school graduate
2( ) High school graduate
3( ) Vocational/training school after high school
4( ) Some college
5( ) College graduate or more
9( ) Don't know

37. Was your father a <u>career</u> military man?

25- 1( ) Yes
2( ) No
9( ) Don't know
} #39 NEXT

38. IF YES:
How do you think he would rate his military career -- would he say he was:

26- 1( ) Very satisfied,
2( ) Somewhat satisfied,
3( ) Neither satisfied nor dissatisfied,
4( ) Somewhat dissatisfied, or
5( ) Very dissatisfied?
9( ) Don't know

39. What was the last grade of school or college <u>your mother</u> completed?

27- 1( ) Less than high school graduate
2( ) High school graduate
3( ) Vocational/training school after high school
4( ) Some college
5( ) College graduate or more
9( ) Don't know

40. Excluding yourself, how many dependents do you have?

28- 1( ) None
2( ) One
3( ) Two
4( ) Three
5( ) Four
6( ) Five or more

41. During your high school years, would you say you were an:

29- 1( ) A student,
2( ) B student,
3( ) C student,
4( ) D student, or
5( ) F student?

42. Some people view the different components of the military as very similar and some people view them as very different. Do you feel the (READ ITEM) are very similar to one another, somewhat similar to one another, somewhat different from one another, or very different from one another? (DO NOT READ "DON'T KNOW")

		SIMILAR		DIFFERENT		
		Very	Somewhat	Somewhat	Very	Don't know
a.	National Guard and the Active Military	1( )	2( )	3( )	4( )	9( )-30
b.	Active Military and the Reserves	1( )	2( )	3( )	4( )	9( )-31
c.	National Guard and the Reserves	1( )	2( )	3( )	4( )	9( )-32

43a. How many brothers and sisters do you have?_____ 0( ) None (#44a NEXT) -33

43b. How many are older than you?_____ 0( ) None -34

43c. Have any of them served in the military?

35- 1( ) Yes
2( ) No

44a. I'd like you to think of your two best male friends and your two best female friends. (PAUSE.) Have any of them joined the military or talked recently about going into the active military or the National Guard or Reserves?

36- 1( ) Yes
2( ) No (#45 NEXT)

44b. IF YES:
How many of your friends joined?_____ -37

45. Now I'd like you to think about what those people who are closest to you might think if you were to join the National Guard or the Reserves. Some people think about their father, their mother, sisters or brothers, a husband or wife, best friends, or about employers or coworkers. When you think about those who matter most to you, do you think most would be very pleased, somewhat pleased, neither pleased nor displeased, somewhat displeased, or very displeased if you were to enlist in the National Guard or the Reserves?

38- 1( ) Very pleased
2( ) Somewhat pleased
3( ) Neither pleased nor displeased
4( ) Somewhat displeased
5( ) Very displeased
9( ) Don't know

46. And just to be sure we are representing all groups in this survey, please tell me whether you would describe yourself as:

39- 1( ) Spanish surname
2( ) American Indian or Alaska Native
3( ) Black
4( ) Asian or Pacific Islander
5( ) White
( ) Other_____ WRITE IN

47a. And last, what is your social security number? (IF CAN'T REMEMBER, ASK RESPONDENT TO OBTAIN NOW.)

40- 1( ) __ __ __ - __ __ - __ __ __ __

2( ) Can't remember and can't find readily
3( ) No social security number
——GO TO RESPONDENT NAME, ETC.

4( ) Refusal
5( ) Asks reasons
——#47b NEXT

47b. We need this information for use in a study relating later enlistments in the National Guard and Reserves to some of the ideas we've been discussing in this interview. (IF CAN'T REMEMBER, ASK RESPONDENT TO OBTAIN NOW.)

41- 1( ) __ __ __ - __ __ - __ __ __ __

2( ) Can't remember and can't find readily
3( ) No social security number
4( ) Refusal

SS #:
42-
43-
44-
45-
46-
47-
48-
49-
50-

Interviewer:
51-
52-
53-

Interview:
54-
55-
56-
57-

RESPONDENT_____ PHONE_____

ADDRESS_____

CITY_____ STATE_____ ZIP_____

INTERVIEWER_____ DATE_____

SAMPLE SEGMENT_____

END

FILMED

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